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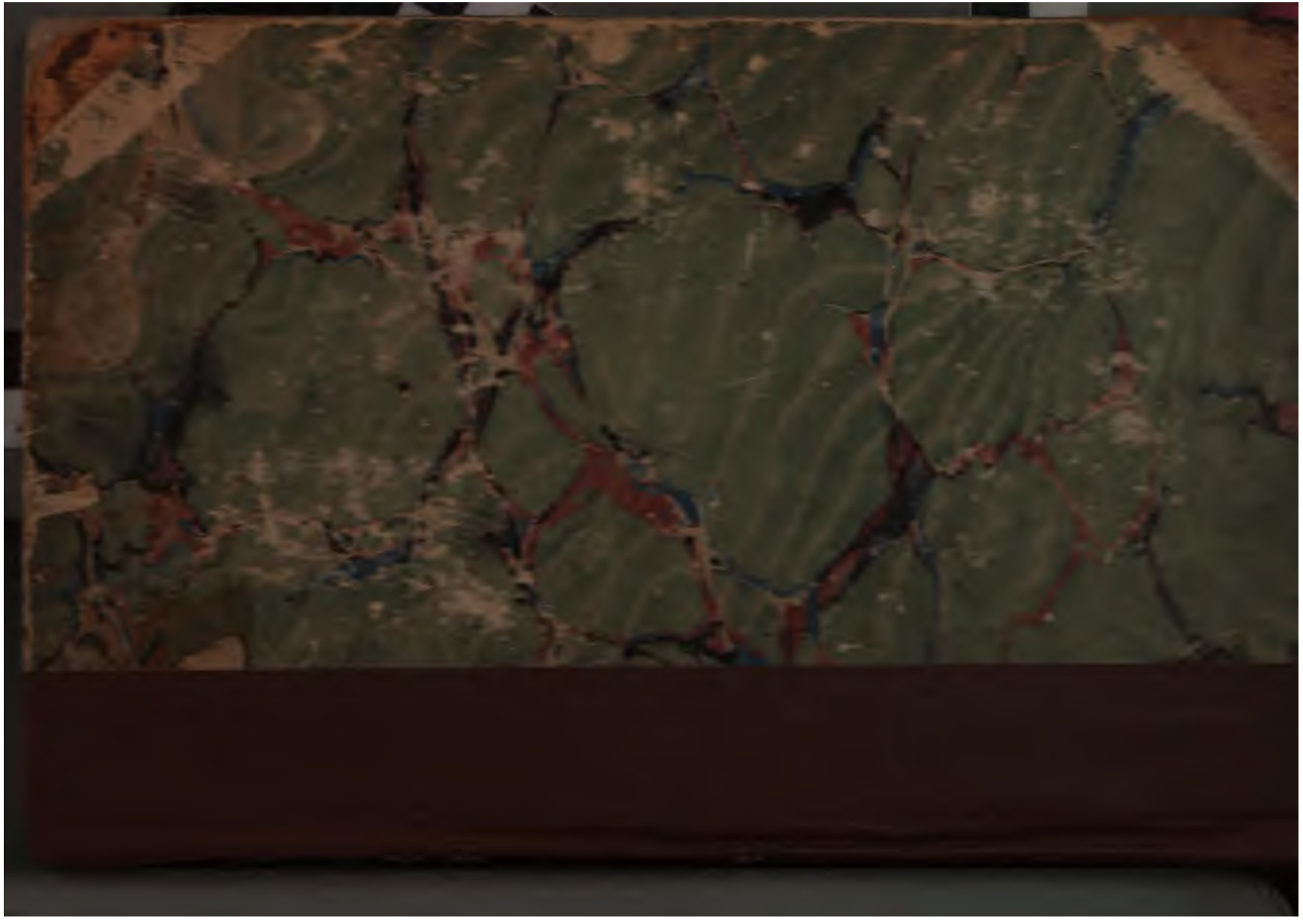
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JOURNAL

OF THE

Rhode  Island

INSTITUTE OF INSTRUCTION.

FOR 1845–6.

EDITED BY HENRY BARNARD,

COMMISSIONER OF PUBLIC SCHOOLS.

VOL. I.

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CONTENTS.

PAGE.

Prospectus of the Journal, ... 3
Constitution of the Journal of the Rhode Island Institute of Instruction, ... 3
Officers of the Rhode Island Institute of Instruction, ... 4
Act for ascertaining the condition of the Public Schools, and the better management and improvement of the same, ... 4
Circular of Governor Fenner. 4

REPORT OF COMMISSIONER OF PUBLIC SCHOOLS.

I. Mode of ascertaining the condition of public schools and other means of popular education. 5
1. By personal inspection and inquiry. 6
2. By circulars addressed to teachers and school committees. 6
3. By official returns and reports of school committees. 6
4. By statements in public meeting. 7
II. Measures adopted to improve the public schools under their present organization, and prepare the way for a more complete and efficient system of public instruction. 7
1. By public lectures, ... 7
2. By conversation and letters, ... 7
3. By circulating tracts, periodicals and documents relating to schools, school systems, &c. 8
4. By establishing a Library of Education in each town. 9
5. By associations for school improvement. 9
6. By assisting in the selection of good teachers. 10
7. By the more extensive employment of female teachers. 11
8. By a gradation of schools. 12
9. By teachers associations or institutes. 12
10. By an itinerating normal school agency. 13
11. By preparing the way for one Normal School. 14
12. By making known plans of school-houses. 14
13. By school apparatus and library, ... 15
14. By lyceums, lectures and library associations. 15
15. By preparing the draft of school act. 16
III. Defects in the former organization and administration of the system, with the outline of the existing organization. 17
1. Summary of defects. 17
2. Outline of the system as reorganized. 22
IV. Condition of the public schools, with remedies for existing defects, and suggestions for their increasing usefulness. 27
1. Organization. 28
2. School-houses. 29
3. School attendance. 33
4. Classification of schools. 50
5. Agricultural districts. 67
6. Manufacturing districts. 71
7. City districts. 79

APPENDIX.

DOCUMENTS REFERRED TO IN THE REPORT.

I. Circular to Teachers and to School Committees, ... 81
II. Topics of Lectures on Education. 85
III. Associations for the improvement of Public Schools, ... 86
Washington County Association. 86
do. do. Teachers' Institute. 88
Rhode Island Institute of Instruction. 89
IV. Educational Tracts. 90
V. Books and Pamphlets, relative to education, circulated in the State, . . . 91
VI. Catalogue of Books in Library of Education, ... 92
Educational Periodicals. 95
VII. History and condition of the legislation of Rhode Island respecting public schools, 97
VIII. Draft of an act respecting public schools, with remarks explanatory of its provisions, ... 113
IX. Act relating to Public Schools, passed June, 1845. 137
X. Statistical Tables, relating to population, valuation, expenditures of the State and of the several Towns. 149
XI. Apportionment of the State appropriation for public schools, for 1846. . . 158
XII. School-house Architecture. 165
XIII. Names of different kinds of text books used in the State. 227
XIV. Public Schools in cities and large villages. 229
XV. Rules and Regulations of School Committees, ... 241
do. do. Providence. 243
Index to Journal, ... 253

In prosecution of the plan thus briefly stated, we commence in this number of the Journal, the publication of a REPORT ON THE CONDITION AND IMPROVEMENT OF THE PUBLIC SCHOOLS, AND OTHER MEANS OF POPULAR EDUCATION IN RHODE ISLAND, prepared agreeably to the provisions of the following Act of the General Assembly, and Circular of Governor Fenner, relating thereto.

AN ACT

TO PROVIDE FOR ASCERTAINING THE CONDITION OF THE PUBLIC SCHOOLS IN THIS STATE, AND FOR THE IMPROVEMENT AND BETTER MANAGEMENT THEREOF. *Passed October*, 1843.

Be it enacted by the General Assembly as follows:

SECTION 1. The Governor of this State shall employ some suitable person as agent, for the purposes hereafter mentioned, at a reasonable compensation for his services.

SEC. 2. The said agent shall visit and examine the respective Public Schools in this State; ascertain the length of time each district school is kept, and at what season of the year; the qualifications of the respective teachers of said schools—the mode of instruction therein—collect information of the actual condition and efficiency of our Public Schools and other means of popular education, and diffuse as widely as possible among the people a knowledge of the most approved and successful methods of arranging the studies, and conducting the education of the young, to the end that the children of this State who depend upon common schools for instruction, may have the best education that those schools may be made to impart; and shall make report to the legislature with such observations and reflections as experience may suggest, upon the condition and efficiency of our system of popular education, and the most practicable means of improving the same.

SEC. 3. It shall be the duty of the preceptors of the public schools in the respective districts in this State, from time to time, to furnish said agent with all the information he may require, in order to enable him to carry out the provisions of this act.

TO THE PEOPLE OF RHODE ISLAND.

In pursuance of An Act "to provide for ascertaining the condition of the Public Schools of this State, and for the improvement and better management thereof," I have secured the services of HENRY BARNARD, who has had several years experience in the discharge of similar duties in a neighboring state, and observed the working of various systems of public instruction in this country and in Europe.

Mr. Barnard will enter immediately on the duties of his office. His great object will be to collect and disseminate in every practicable way, information respecting existing defects and desirable improvements in the organization and administration of our school system, and to awaken, enlighten and elevate public sentiment, in relation to the whole subject of popular education. With this view, he will visit all parts of the State, and ascertain, by personal inspection, and inquiries of teachers, school committees, and others, the actual condition of the schools, with their various and deeply interesting statistical details. He will meet, in every town, if practicable, such persons as are disposed to assemble together, for the purpose of stating facts, views and opinions, on the condition and improvement of the schools, and the more complete and thorough education of the people. He will invite oral and written communications from

JOURNAL

OF THE

Rhode Island

INSTITUTE OF INSTRUCTION.

Vol. I. PROVIDENCE, November 15, 1845. No. 1.

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The following Constitution was adopted at a public meeting of the friends of popular education from all parts of the State, held in Westminster Hall, Providence, January 24, 1845.

ARTICLE 1. This association shall be styled the RHODE ISLAND INSTITUTE OF INSTRUCTION, and shall have for its object the improvement of public schools, and other means of popular education in this State.

ARTICLE 2. Any person residing in this State may become a member of the Institute by subscribing this Constitution, and contributing any sum towards defraying its incidental expenses.

ARTICLE 3. The officers of the Institute shall be a President, two or more Vice-Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer, (with such powers and duties respectively as their several designations imply,) and Directors, who shall together constitute an Executive Committee.

ARTICLE 4. The Executive Committee shall carry into effect such measures as the Institute may direct; and for this purpose, and to promote the general object of the Institute, may appoint special committees, collect and disseminate information, call public meetings for lectures and discussions, circulate books, periodicals and pamphlets on the subject of schools, school systems and education generally, and perform such other acts as they may deem expedient, and make report of their doings to the Institute at its annual meeting.

ARTICLE 5. A meeting of the Institute for the choice of officers shall be held annually in the city of Providence, in the month of January, at such time and place as the executive committee may designate, in a notice published in one or more of the city papers; and meetings may be held at such other times and places as the executive committee may appoint.

ARTICLE 6. This constitution may be altered at any annual meeting by a majority of the members present, and any regulations not inconsistent with its provisions may be adopted at any meeting.

OFFICERS FOR 1845.

JOHN KINGSBURY, President.
WILKINS UPDIKE, Vice President, *Washington County.*
ARIEL BALLOU, Vice President, *Providence County.*
NATHAN BISHOP, Corresponding Secretary.
J. D. GIDDINGS, Recording Secretary.
THOMAS C. HARTSHORN, Treasurer.

DIRECTORS.

WILLIAM GAMMELL, Providence.
JOSEPH T. SISSON, North Providence.
J. B. TALLMAN, Cumberland,
L. W. BALLOU, Cumberland,
J. T. HARKNESS, Smithfield.
J. S TOURTELLOTT, Glocester.
AMOS PERRY, Providence,
CALEB FARNUM, Providence,
SAMUEL GREENE, Smithfield.

PROSPECTUS OF THE JOURNAL.

In pursuance of the object for which the Rhode Island Institute was established—"the improvement of public schools and other means of popular education in this State," arrangements have been made to publish, during the winter of 1845–6, a paper, to be called the JOURNAL OF THE RHODE ISLAND INSTITUTE OF INSTRUCTION.

The Editorial Department will be under the care of Henry Barnard, Commissioner of Public Schools.

The Business Department will be under the superintendence of Thomas C. Hartshorn, to whom all orders for the paper, and subscriptions for the same should be addressed.

The first number of the Journal will be issued in November, and its publication will be continued thereafter, on the 1st and 15th of each month, until the volume is completed by the publication of twelve numbers.

Each number will contain at least sixteen pages in octavo form; and in addition, from time to time, an EXTRA will be published, containing official circulars, notices of school meetings, and other educational movements; and also one of a series of "*Educational Tracts*," prepared by the Commissioner of Public Schools.

The volume, including the EXTRAS and "*Educational Tracts*" will constitute at least three hundred pages.

The price will be fifty cents for a single copy; or three dollars for ten copies sent in a single package, and at the same rate for any larger number sent in the same way.

The subscription must be paid on the reception of the first number.

JOHN KINGSBURY,
THOMAS C. HARTSHORN,
NATHAN BISHOP,
AMOS PERRY,
} *Committee of Publication.*

Providence, November 6, 1845.

We have assumed the labor and responsibility of conducting the Editorial Department of the JOURNAL OF THE RHODE-ISLAND INSTITUTE OF INSTRUCTION, while we remain connected with the administration of the school system of the State, from a deep conviction

of the importance of such a paper as a medium of official communication with school committees, trustees, teachers and the public generally,—on subjects which are likely to be presented for explanation and direction, and for the various information essential to the improvement of schools, and calculated to prevent litigation, and arrest disputes that too often prove fatal to the harmony of districts.

The JOURNAL will be the repository of all documents of a permanent value relating to the history, condition, and improvement of public schools and other means of popular education in the State. It will contain the laws of the State, relating to schools, with such forms and explanations as may be necessary to secure uniformity and efficiency in their administration. It will contain suggestions and improved plans for the repairs, construction, and internal arrangements of school-houses. It will aim to form, encourage, and bring forward good teachers; and to enlist the active and intelligent co-operation of parents, with teachers, and committees in the management and instruction of schools. It will give notice for all local and general meetings of associations relating to public schools, and publish any communications respecting their proceedings. It will give information of what is doing in other states and countries, with regard to popular education, and in every way endeavor to keep alive a spirit of efficient and prudent action in behalf of the physical, intellectual and moral improvement of the rising and all future gen erations in the State.

In conducting the Journal, we shall aim to publish in the regular semi-monthly numbers, only such articles and documents as are of permanent value, as connected with the legislation of the state respecting public schools, or as throwing light on the condition and improvement of schools and other means of popular education in the several towns.

In the EXTRAS, which will be issued from time to time, will be published all official circulars, notices for school-meetings with accounts of their proceedings, and communications relating to individual schools and improvements in education generally. The extras will be paged continuously, independent of the paging of the regular numbers of the Journal.

In the series of "EDUCATIONAL TRACTS" will be embraced fuller discussions, original and selected, of important topics in some one department of popular education. Each Tract will be complete in itself, and can be circulated independent of the Journal.

In prosecution of the plan thus briefly stated, we commence in this number of the Journal, the publication of a REPORT ON THE CONDITION AND IMPROVEMENT OF THE PUBLIC SCHOOLS, AND OTHER MEANS OF POPULAR EDUCATION IN RHODE ISLAND, prepared agreeably to the provisions of the following Act of the General Assembly, and Circular of Governor Fenner, relating thereto.

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TO THE PEOPLE OF RHODE ISLAND.

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teachers, school committees, and all others on the subject, respecting their plans and suggestions for advancing the intellectual and moral improvement of the rising, and all future generations, in the State. The results of his labors and inquiries will be communicated in a Report to the General Assembly.

In the prosecution of labors so delicate, difficult and extensive, Mr. Barnard will need the sympathy and co-operation of every citizen of the State. With the most cordial approval of the object of the Legislature, and entire confidence in the ability, experience and zeal of the gentleman whom I have selected to carry it out, I commend both to the encouragement and aid of all who love the State, and would promote her true and durable good, however discordant their opinions may be on other subjects.

JAMES FENNER.

Providence, Dec. 6, 1843.

REPORT
ON THE
CONDITION AND IMPROVEMENT
OF THE
PUBLIC SCHOOLS.

To the General Assembly:

Before entering on the administration of the system of Public Schools as organized by an act which passed your honorable body in June, and which by the terms of the act takes effect on and after this date,* I beg leave to submit a more detailed Report† than I have yet done of my proceedings under the act "to provide for ascertaining the condition of the Public Schools, and for the improvement and better management of the same, arranged under the following heads:"

I. Mode of ascertaining the condition of the Public Schools.

II. Measures adopted to interest and inform the public mind and prepare the way for a more complete and efficient system.

III. Defects in the laws relating to public schools as they were, with an outline of the system as at present organized.

IV. Condition of the public schools, with suggestions for their improvement.

V. Other means of popular education.

I.

In following out the general directions of the Act above cited, and of the Circular of his Excellency the Governor, commending the objects of my appointment to the co-operation of the people of the State, my first object was to ascertain the condition of the public schools, and the actual working of existing laws for their administration, as the only basis of any sound le-

* November 1, 1845.

† A portion of this Report was prepared several months since, but its publication was suspended, until it could be known whether the General Assembly at the October session would make any alteration in the *Act respecting Public Schools*, passed in June, 1845, upon the provisions of which many suggestions for the improvement of schools contained in this document are based.

gislative or local action on the subject. This I aimed to do as follows:

1. By personal inspection and inquiry.

Since my appointment I have visited every town in the state twice, and those towns where improvements were in progress more frequently; have inspected upwards of two hundred schools while in session, scattered through every town, in small and obscure as well as in central and populous districts; have conversed with more than four hundred teachers of the winter or summer schools, as to their methods of classification, instruction and discipline, and the extent of co-operation received by them from parents and school committees; have questioned and examined children in the schools and out of them, to test the results of their school education; have had personal communication with the school committee of every town, and improved every opportunity to learn from the friends of education generally, their views as to the practical working of the system of public schools.

2. By circulars addressed to teachers and school committees.

More than one thousand circulars, (Appendix, Numbers I. and II.) embracing the most minute inquiries respecting the external and internal arrangement and management of schools, the size, population, pecuniary ability, parental and public interest in education, of each district—the location, construction, furniture and appurtenances of school-houses—age, sex, education, experience, success, and compensation of teachers,—the attendance, classification, studies, books, apparatus, methods of teaching, discipline, length of school, time and length of vacation, and other topics relating to the public schools—the number, grade and influence of private schools, lyceums, libraries, lectures, and other means of popular education—were addressed to teachers and school committees in the several towns, inviting not only statistical returns, but a full and free expression of views of existing defects and desirable improvements. These circulars were so framed as necessarily to direct the attention of those into whose hands they should come, to certain causes which impair the usefulness of the schools, and suggest improvements that would make the existing means of education more efficacious. Although answers were not returned in all cases, enough were received from such a number and variety of districts, as to substantiate or modify the result of my own personal observations.

3. By the official returns and reports of school committees.

The annual returns of the town school committees to the Secretary of State, although imperfect, show the working of the school system for a period of six years in some important particulars, while the annual reports which the same committee in some of the towns have made, but not published, respecting their own

proceedings, and the condition and improvement of the public schools under their supervision, throw much light on the objects of my appointment.

4. By statements in public meetings.

In the meetings which have been held in every town in the state, called by public notice, and open to free discussion, many interesting and important facts respecting school-houses, the non-attendance of children at school, the variety of school books, the character, qualifications and habits of teachers, have been stated on the personal knowledge of the speakers.

These are the principal sources which I have consulted for information respecting the means and condition of popular education in the State, and the information thus obtained is the basis of such plans and suggestions as I have elsewhere, or shall herein propose for immediate or permanent improvement in the system and the schools.

II.

As at once the condition and source of all thorough, extensive and permanent improvement in the public schools, under the laws as they were or in the laws themselves, I have aimed to disseminate as widely as possible, by all the agencies within my reach, a knowledge of existing defects and practical remedies, and to awaken in parents, teachers, school committees, and the public generally, an inquiring, intelligent and active interest in all that relates to the advancement of public schools and popular education. Among the means and agencies resorted to for these objects, the following may be specified.

1. By public lectures.

Immediately after entering on the duties of my appointment, I commenced holding a series of meetings, which I have continued from time to time as frequently as my strength would allow, of such persons as were disposed to come together on public notice, in the several towns of the state, for familiar and practical addresses and discussions, on topics connected with the organization and administration of the school system, and the classification, instruction and discipline of public schools. (Appendix, Number III.) These meetings have been numerously attended, and the addresses have proved useful in awakening public interest, and disseminating information as to to the best modes of improving popular education. When the meetings already appointed have been held, more than five hundred addresses will have been made by myself, and others invited by me; and at least one meeting will have been held in every large neighborhood in every town in the State.

2. By conversation and written communications.

The time not devoted to public meetings, in my circuits through the state, was spent in the school-room, and in personal interviews with teachers, school officers, and the friends of ed

ucation, where an opportunity was presented for applying the general views advanced in my public addresses, to the circumstances of a particular school-house, school district or town. The time and labor thus spent, although out of public view, and although no public record of the amount, or of the results can ever be made, I feel to be as serviceable to the objects contemplated in my appointment, as any portion of my official labors. In this connection I can add, that besides preparing and addressing over four thousand printed circulars, I have written upwards of one thousand letters, in replies to inquiries addressed to me, or on subjects connected with the improvement of the schools.

3. By circulating tracts, periodicals and documents relating to schools, school systems and education generally.

In the absence of any periodical devoted to education in the state, I commenced the publication of a series of "Educational Tracts," (Appendix, Number IV.) for gratuitous distribution. To secure their general dissemination, under such circumstances that they would be likely to be read, and in families which they might otherwise not reach, arrangements were made by which upwards of ten thousand copies were stitched to the Farmer's, and the Rhode Island Almanacs, which were sold in the winter of 1844-5. Want of time, and the pressing nature of other duties, have prevented my continuing the publication of the series as originally contemplated.

Arrangements were also made with the publishers of the Common School Journal, edited by Horace Mann, Secretary of the Board of Education in Massachusetts, and of the District School Journal of the State of New York, edited by Francis Dwight, Superintendent of the Common Schools of the city and county of Albany, by which a large number of these excellent Journals for the current year were subscribed for in different parts of the state. These two Journals contain all the official school documents of their respective states, in which the most judicious and vigorous measures have been taken to perfect the system of public instruction, as well as a variety of interesting and valuable articles, original and selected from the pens of experienced educators, calculated to assist, inform, and interest school officers, teachers and parents every where, in the work of making common schools more useful and complete.

In addition to the above works, I have secured the dissemination of a variety of other books and documents, (Appendix, Number VI.) which were calculated to make known the nature, extent and results of the efforts now making to devise, extend, and perfect systems of public education on both sides of the Atlantic; to form and assist good teachers by making them acquainted with improved methods of school government and in-

struction; and especially to enlist the more active, generous and vigorous co-operation of parents and the public generally, in this work. Among these works, as the most valuable single volume now before the public, and which should be in the hand of every teacher, and school committee in the state, and the whole land, I would particularly mention the School and School-master, the joint production of Prof. Potter and George B. Emerson.

But the circulation of these and similar documents, and of educational periodicals published out of the State, even more extensively than has yet been done, can never supply the place of a periodical published here. Peculiarities of local convenience and interest render such periodicals desirable in each state; and in this State, and at this time, when great efforts are making in different towns, and in districts widely separated from each other, to improve the schools, and when important alterations have been made in the organization and administration of the whole system, such a periodical is indispensable as an organ of communication between those who are laboring in different departments of the same field; and for official direction and explanation to those who have the local administration of a new system, involving great variety and some complexity of details, in its first starting.

4. By establishing a library of education in every town.

As a permanent depository of the most valuable books and documents relating to schools, school systems, and particularly to the practical departments of education, I have nearly completed arrangements, to establish a library of education (Appendix, Number VI.) in every town, either to be under the management of the school committee of the town, or of some district or town library association, and in either case to be accessible to teachers, parents, and all interested in the administration of the school system, or the work of the more complete, thorough and practical education of the whole community. Each library will contain about thirty bound volumes, and as many pamphlets. To these libraries, the Legislature might from time to time hereafter, forward all laws and documents relating to the public schools of this state, and at a small annual expense, procure the most valuable books and periodicals which should be published on the theory and practice of teaching, and the official school documents of other states, and thus keep up with the progress of improvement in every department of popular education. These libraries will be made much more valuable for purposes of reference, by an index to the various topics discussed in the several volumes and pamphlets which it is my intention to prepare as one of the series of *Educational Tracts.*

5. By recommending and aiding in the formation and proceedings of associations for the improvement of public schools.

The object aimed at was to bring the friends of schoo

fluence they should on the manners and morals of the children educated in them, till a larger number of well trained and accomplished females are employed permanently as teachers, either as principals or assistants, I have every where and on all occasions urged their peculiar fitness for the office. I have reason to believe that at least fifty female teachers, in addition to the number employed last year, are now engaged in the public schools of the state. But before the superior efficiency of woman in the holy ministry of education, can be felt in its largest measure, her education must be more amply and universally provided for, and an opportunity afforded for some special training in the duties of a teacher; and a modification of the present practice and arrangement of districts be effected.

8. By introducing a gradation of schools in the manufacturing and other populous districts.

It was very soon evident that in many of the large villages, and particularly in the manufacturing districts, the privileges of the public school were wasted in consequence of the large number of children of all ages, in a great variety of classes, which were crowded together under one teacher, or at most two teachers, in the same room. To remedy these evils, in some instances committees have been induced to classify the children according to their attainments, placing the younger and less advanced in a primary school, under a female teacher, and the older and more advanced by themselves, under a well qualified male teacher.

It is in this class of districts that the work of improvement will go forward most rapidly under the operation of the new school law. In the prospect of its adoption, the inhabitants of Westerly have, within the last month, voted unanimously to reorganize their school system,—establishing three grades of schools to be taught through the year, and providing a thorough and liberal course of instruction for all the children of the community. Teachers, who enjoyed the confidence of parents in the private schools, have been employed for the public schools, and a tax sufficient to erect two new school-houses, and repair and properly furnish the old house, was voted without a dissenting voice.

9. By recommending and assisting in the formation of Teachers' Associations, or Institutes.

By the first designation as now generally used, is understood the temporary, and by the latter, the more permanent organization of teachers for mutual improvement, and the advancement of their common profession. Teachers in every town have been urged to hold occasional meetings, or even a single meeting, for the purpose of listening to practical lectures and discussions, or what would in most cases be better, of holding familiar conversation together, on topics connected with the arrangement of schools, on methods of instruction now practised, or recommended in thevarious periodicals or books which they have consulted,

under good teachers, *models* in all the essential features of arrangement, instruction and discipline, for other schools in their vicinity, I have felt that I was rendering an essential service towards "the improvement and better management of the public schools," by aiding in the employment of such teachers. If but one good teacher could be permanently employed in each town, the direct and indirect influence of his teaching and example would be soon felt in every school; and his influence would be still more powerful and extensive if arrangements could be made so as to facilitate the visitation of his school by other teachers, or so as to allow of his making a circuit through the districts and towns in his vicinity, and give familiar and practical lectures and illustrations of his own methods of instruction. It is necessary to the rapid progress of education that parents, committees and teachers, should see and know what a good school is, and feel that "as is teacher so is the school." Whoever may fill the office of Commissioner of Public Schools, can render important service to the schools by keeping a memorandum, or entering in a book all applications from teachers, their names, age, attainments, moral character, experience, the kind of school they had taught, or should prefer to teach, the compensation they would be content to receive, their references, the places where they had taught; and on the other hand, the kind of teacher wanted by any district, the grade of school, number of scholars, rate of compensation, &c. &c., and thus assisting good teachers to desirable situations.

7. By encouraging the more extensive and permanent employment of female teachers.

In all the schools visited the first winter, or from which returns were received, out of Providence, and the primary departments of a few large central districts, I did not find but six female teachers; and including the whole state, and excepting the districts referred to, there cannot have been more than twice that number employed. This is one evidence of the want of prudence in applying the school funds of the districts, and of the low appreciation of the peculiar talents of females, when properly educated as teachers,—their more gentle and refined manners, purer morals, stronger interest and greater tact and contentment in managing and instructing young children, and of their power when properly developed, of governing even the most wild and stubborn minds by moral influences. Two thirds at least of all the schools which I visited, would have been better taught by female teachers, who could have been employed at half the compensation actually paid to the male teachers, and thus the length of the winter school prolonged on an average of two months. Convinced as I am from many years observation in public schools, that these institutions will never exert the in-

fluence they should on the manners and morals of the children educated in them, till a larger number of well trained and accomplished females are employed permanently as teachers, either as principals or assistants, I have every where and on all occasions urged their peculiar fitness for the office. I have reason to believe that at least fifty female teachers, in addition to the number employed last year, are now engaged in the public schools of the state. But before the superior efficiency of woman in the holy ministry of education, can be felt in its largest measure, her education must be more amply and universally provided for, and an opportunity afforded for some special training in the duties of a teacher; and a modification of the present practice and arrangement of districts be effected.

8. By introducing a gradation of schools in the manufacturing and other populous districts.

It was very soon evident that in many of the large villages, and particularly in the manufacturing districts, the privileges of the public school were wasted in consequence of the large number of children of all ages, in a great variety of classes, which were crowded together under one teacher, or at most two teachers, in the same room. To remedy these evils, in some instances committees have been induced to classify the children according to their attainments, placing the younger and less advanced in a primary school, under a female teacher, and the older and more advanced by themselves, under a well qualified male teacher.

It is in this class of districts that the work of improvement will go forward most rapidly under the operation of the new school law. In the prospect of its adoption, the inhabitants of Westerly have, within the last month, voted unanimously to reorganize their school system,—establishing three grades of schools to be taught through the year, and providing a thorough and liberal course of instruction for all the children of the community. Teachers, who enjoyed the confidence of parents in the private schools, have been employed for the public schools, and a tax sufficient to erect two new school-houses, and repair and properly furnish the old house, was voted without a dissenting voice.

9. By recommending and assisting in the formation of Teachers' Associations, or Institutes.

By the first designation as now generally used, is understood the temporary, and by the latter, the more permanent organization of teachers for mutual improvement, and the advancement of their common profession. Teachers in every town have been urged to hold occasional meetings, or even a single meeting, for the purpose of listening to practical lectures and discussions, or what would in most cases be better, of holding familiar conversation together, on topics connected with the arrangement of schools, on methods of instruction now practised, or recommended in the various periodicals or books which they have consulted,

and on the condition of their own schools. But something more permanent and valuable than these occasional meetings, has been aimed at by an organization of the teachers of the state, or at least of a single county, into a Teachers' Institute, with a systematic plan of operations from year to year, which shall afford to young and inexperienced teachers an opportunity to review the studies they are to teach, and to witness, and to some extent practice the best methods of arranging and conducting the classes of a school, as well as of obtaining the matured views of the best teachers and educators on all the great topics of education, as brought out in public lectures, discussions and conversation. The attainments of solitary reading will thus be quickened by the action of living mind. The acquisition of one will be tested, by the experience and structure of others. New advances in any direction by one teacher, will become known, and made the common property of the profession. Old and defective methods will be held up, exposed and corrected, while valuable hints would be followed out and proved. The tendency to a dogmatical tone and spirit, to one-sided and narrow views, to a monotony of character, which every good teacher fears, and to which most professional teachers are exposed, will be withstood and obviated. The sympathies of a common pursuit, the interchange of ideas, the discussion of topics which concern their common advancement, the necessity of extending their reading and inquiries, and of cultivating the power and habit of written and oral expression, all these things will attach teachers to each other, elevate their own character and attainments, and social and pecuniary estimate of the profession.

One such Institute was organized in Washington County last winter, and held five meetings, at which written and verbal reports were made by teachers respecting the condition of their respective schools, the difficulties encountered from irregularity of attendance, and want of uniformity of books, the methods of classification, instruction and government pursued, and the encouragement received from the occasional visits of parents and committees. This Institute proposes to hold a meeting, after the teachers of the county are engaged for the present season, to continue in session from one to two weeks.

Arrangements have been made for opening Teachers' Institutes in other counties, to which all teachers, male and female, who are, or who expect to be engaged to teach in the public schools of the state this winter, have been invited to attend.

10. By an itinerating normal school agency.

With the co-operation of the Washington County Association, the services of a well qualified teacher was secured to visit every town in that county for the purpose, among other objects, of acting directly on the schools as they were, by plain, practical exposures of defective methods, which impair the usefulness

of the schools, and illustrations of other methods which would make the schools immediately and permanently better. The same course will be pursued the present season in other parts of the state.

11. By preparing the way for at least one Normal School.

Although much can be done towards improving the existing qualifications of teachers, and elevating their social and pecuniary position, by converting one or more district schools in each town or county, into a model school, to which the young and inexperienced teacher may resort for demonstrations of the best methods; or by sending good teachers on missions of education throughout the schools of a county; or by associations of teachers for mutual improvement,—still these agencies cannot so rapidly supply in any system of public education, the place of one thoroughly organized Normal School, or an institution for the special training of teachers, modified to suit the peculiar circumstances of the state, and the present condition of the schools. With this conviction resting on my own mind, I have aimed every where so to set forth the nature, necessity, and probable results of such an institution, as to prepare the public mind for some legislative action towards the establishment of one such school, and in the absence of that, to make it an object of associated effort and liberality. I have good reason to believe that any movement on the part of the state, would be met by the prompt co-operation of not a few liberal minded and liberal handed friends of education, and the great enterprise of preparing Rhode Island teachers for Rhode Island schools, might soon be in successful operation.

12. By devising and making known improved plans of school-houses.

The condition of the school-houses, was in my circuit through the schools, brought early and constantly under my notice, and to effect an immediate and thorough reform, public attention was early and earnestly called to the subject. The many and great evils to the health, manners, morals, and intellectual habits of children, which grow out of their bad and defective construction and appurtenances, were discussed and exposed, and the advantages of more complete and convenient structures pointed out. In compliance with the request of the Committee on Education, a law authorizing school districts to lay and collect a tax to repair the old, and build new school-houses, was drafted and passed; and in pursuance of a resolution of the General Assembly, a document was prepared embodying the results of my observations and reflections on the general principles of school-architecture, and such plans, and descriptions of various structures recently erected, for large and small, city and country districts, and for schools of different grades, as would enable any committee to act understandingly, in framing a plan suita-

ble to the wants of any particular district or school. The same document was afterwards abridged and distributed widely, as one of the "*Educational Tracts*," over the state. I have secured the building of at least one school-house in each county, which can be pointed to as a model in all the essential features of location, construction, warming, ventilation, seats and desks, and other internal and external arrangements.

During the past two years, more than fifty school-houses have been erected, or so thoroughly repaired, as to be substantially new—and most of them after plans and directions given in the above document, or furnished directly by myself, on application from districts or committees. Some of them will be described in the account of the schools of the several towns to be given in the Appendix.

13. By encouraging the introduction, and aiding in the selection of school apparatus and libraries.

Much of the inefficiency of school education of every grade is mainly owing to the want of such cheap and simple aids for visible illustration, as every district can supply, and of modes of communication based upon and adapted to such apparatus, which every teacher of ordinary intelligence can acquire and practise, and especially in reference to elementary principles. With many children, their education, so far as books are concerned, terminates with the schoolroom, from the want of access to a library. These two wants I have aimed to supply to some extent. The value of many schools in the state under the same teacher has been doubled by the introduction and use of the blackboard, of the slate by small children, of outline maps in teaching geography, and other cheap forms of visible illustration. More than one thousand volumes have been purchased for school libraries, on more advantageous terms than the same number of books could have been purchased in smaller lots, by several committees acting independently of each other.

14. By Lyceum, Lecture, and Library Associations.

In taking an inventory of the means of popular education in the state, this class of institutions, which help to supply the defects of early elementary education, and carry it forward where under the most advantageous circumstances the public school must leave it, and furnish the means of self-culture to all, whatever may have been their opportunities of acquiring knowledge, could not be omitted. I have in all cases availed myself of these avenues when open to me, to reach the public mind, and in turn have aimed to further their objects. During the ensuing winter, an effort will be made to secure a course of popular lectures in every large village, and to establish a library of at least four hundred volumes in every town in the State which is not now supplied. By creating a taste, and forming habits of reading in the young, by diffusing intelligence among all classes, by

introducing new topics and improving the whole time of conversation, and imparting activity to the public mind generally, these lectures and books will silently but powerfully help on the improvement of public schools, and all other educational institutions and influences.

15. By preparing a draft of a school act.

In pursuance of a resolution of the General Assembly, passed at the January session, 1844, I drew up a bill for an act respecting public schools, in which the various public and special acts on the subject were examined, revised and consolidated, and such additions engrafted as my observations on the practical operation of existing laws showed to be desirable or necessary. This bill was referred, in May, to the Committee of Education in the House, and by that Committee amended in a few particulars. On their motion, at the same session, I made an explanation of its various provisions, and especially of such features as were novel and likely to be misunderstood, before the two Houses of Assembly, the substance of which will be found in the Appendix, (Number VIII.) That the relations of the bill to previous laws on the subject, and to the ability of the several towns to maintain an efficient system of public schools, might be clearly understood, I prepared a chronological review of all the legislation of the state on the subject, (Appendix, Number VII.) and a Table, (Number XI.) exhibiting the population, valuation, and present expenses of each town as far as ascertained. The bill thus prepared and explained in all its details and relations, passed the House of Representatives, and in the Senate was ordered to be printed and circulated among the school committee and people. In June, 1845, its further consideration was resumed in the Senate, after having been carefully revised by a committee of that body, and passed by a large majority. It received the same action in the House, and became a law, although its operation was postponed till after the next session of the General Assembly (October,) which has just closed, and now, on the 1st of November, it is the school system of Rhode Island, (Appendix, Number IX.)

I have thus presented a rapid and imperfect account of my own proceedings, as Agent of Public Schools, in the absence of any specific directions as to the mode and measures to be pursued in the act providing for my appointment. Although the measures which have been adopted have, it is believed, increased the amount of public interest and information on the subject, and thus imparted increased activity, regularity and usefulness to the system as it was, still a revision of the laws, at once simple and thorough, was indispensable to secure the advance in public opinion which has thus far been made, and to remove the obstacles which prevented the children of the state "from receiving the best education which those schools can be made to impart," as will, I think, be made evident under the remaining division of this Report. [*To be continued.*]

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REPORT OF COMMISSIONER OF PUBLIC SCHOOLS.

(Continued.)

III.

I. Defects in the laws relating to Public Schools as they were.

In connection with the principal defects of the laws relating to Public Schools, as shown in their practical workings, I will point out briefly the provisions in the new act by which it is hoped these defects will be obviated or supplied.

1. The want of a systematic digest of the existing acts of Assembly, both general and special, with such alterations and additions, especially in reference to the organization of school districts, as would dispense with all special legislation in future, and embrace within itself clear and precise directions for carrying all its own details into effect; and the whole separated into general divisions, each embracing, under a comprehensive and expressive head, all the law on one particular branch of the subject.

The law respecting public schools was found scattered through upwards of forty acts of a general or special nature; and in all that relates to the powers and duties of school districts, was so imperfect as to preclude any decisive action on the part of the inhabitants of any district, towards the improvement of their schools or school-houses, without some special legislation in their favor. The new act is so framed as to render any reference to a particular part a matter of great facility; and occupies less space than the special acts relating to the building of school-houses alone, passed since 1839.

2. The restriction placed upon the towns as to the amount of money to be raised by taxation for school purposes, and upon the

power to vote a moderate compensation, if it should be necessary or thought advisable, to secure the services of able and faithful school committees, or at least of one such committee-man in a town, for the discharge of duties which require intelligence, skill, fidelity, time, and, not unfrequently, some pecuniary sacrifice.

This restriction is now removed, and each town not only decides for itself the extent to which the power of taxation for school purposes shall be carried beyond the sum necessary to secure its proportionate share of the State appropriation, but is also at liberty to provide for the faithful application of these funds, and the vigilant and responsible supervision of the schools—the very life of any system—by voting a moderate compensation to one or more of the committee entrusted with these duties. Under any system of public schools, the duties of supervision are numerous, and under a system which aims to reach the highest standard of public education, their faithful performance requires reflection, and time—more reflection and more time, than those men who are best qualified to do the work well, can bestow gratuitously. I cannot therefore forbear to express my regret that a general provision, securing a moderate compensation for one school officer in each town, payable partly out of the town, and partly out of the State appropriation, inserted in the original draft of the School Act, was struck out in committee. It is to be hoped, that every town, or at least all the large towns, will in the outset take all the steps which may be necessary to secure the intelligent, vigilant, and constant supervision of all their schools; and among these steps, I have no hesitation in naming the appointment of a single officer, or a subcommittee of not more than two, who shall be entrusted with the executive duties of the school committee of the town, and receive a moderate compensation for the time devoted to these duties.

3. The omission of any effective check on the creation of small and weak districts, by the minute subdivision of the territory of a town, on any territorial division of a village, or compact district, where schools of different grades, or one school with different departments, according to the age and attainments of the scholars, can be established.

This omission is supplied in the existing law, by forbidding the formation of any new district with less than forty children between the ages of four and sixteen; and by arresting the further territorial subdivision of large districts, except with the approbation of the Commissioner of Public Schools, or the special action of the Assembly.

4. The absence of such conditions to the enjoyment by a town or district, of any portion of the State appropriation f

encouragement of public schools, as would lead to the raising of the same or a larger sum by the town, district, or individuals, for the same object, and thus secure at once the necessary means, and the public and parental interest, which are required for the adequate support and vigilant supervision of public schools.

By the new Act, it is made a condition precedent to drawing the State appropriation, that the towns shall raise at least one-third as much as they respectively receive. The sum named in the original draft was the amount appropriated by the State. This sum, increased by the avails of a moderate rate-bill, or tuition, payable by the parents or guardians of the children attending school, would have placed the districts of Rhode-Island in a more favorable condition to command the services of good teachers, than those of any other state, except Massachusetts.

5. The want of such a rule or rules for distributing the funds appropriated to school purposes, as should secure to every child in the weak, as well as in the strong districts, from year to year, the opportunity of obtaining that degree of education which a school taught for the minimum period by a teacher of the standard qualification fixed by law, can impart, and at the same time promote the regular and punctual attendance at the public school, of all the children of a district or town.

This defect is now in part remedied by directing that the amount received from the State, shall be denominated "teachers' money," and shall be divided among the districts, one-half equally, and the other half according to the average daily attendance in each district, during the year next preceding; leaving each town to direct in what way any other money, either raised by tax or derived from any other source, shall be appropriated. It is to be hoped, that a sense of justice,—a large view of the whole subject, will prompt every town to aid the small districts, whenever it is expedient to continue the organization of such districts, to that extent which shall be necessary, with their own resources, to continue a public school at least eight months in the year, under a well-qualified teacher. The rule of distribution, as originally drafted, was to apportion so much of the school-money equally among the districts, as should enable every district to keep a school for the period fixed by law; and one half of the remainder, according to the average attendance during the year, and the other half, according to the amount voluntarily raised in the district, towards the wages of teachers, over the amount received from the State or town. This rule would secure an equality of school privileges for all the children of the town, up to the standard recognized by the law; and operate as a premi-

um on the punctual and regular attendance of children, and the liberality of school districts.

6. The want of any adequate provision for the training of young men and young women, for the delicate and arduous labors and responsibilities of teachers, as well as of opportunities for their subsequent and continued improvement as individual teachers, and as a profession.

Provision for the establishment of Teachers' Institutes and a Normal School, as parts of the school system, would be one of the most direct and efficient steps to supply this want in the old law. An advance has been made in the right direction, by making it the duty of the Commissioner of Public Schools to establish these means for the training and improvement of teachers, as early as the co-operation of the friends of education, or of the Legislature will enable him to do so.

7. The absence of an effectual system of inspection and supervision, by which the examination of teachers shall be made by those competent to judge of their qualifications, and the visitation of schools, by those who can conduct an examination in the different studies pursued, and suggest such improvements and modifications in the course of instruction, books, methods and discipline, as will enable the scholars and the community to derive the greatest amount of benefit from the schools.

This radical defect in the old law, so far as the examination of teachers is concerned, is remedied by making it illegal for any person to teach a school, supported in part or entirely by public money, without having been found qualified in respect to moral character, literary attainments, and ability to govern and instruct children; which shall be evidenced by a certificate signed either, 1. by the chairman of the school committee of the town, in case the examination shall have been conducted by the whole board; 2. by the sub-committee, appointed for this purpose; 3. by a county inspector, or 4. by the State Commissioner. In reference to the visitation of schools, the new law provides that the schools of a district shall be visited twice during each term of schooling, by the trustees of the district; the schools of a town, by one or more of the committee of the town, twice during each term of schooling; the schools of a county, by the inspectors appointed by the State Commissioner, and by the Commissioner himself, from time to time. To secure the utmost efficiency in these agencies of supervision, provision should have been made for a moderate compensation to each class of officers, for the time devoted to the discharge of their respective duties.

8. The want of suitable provisions for securing a uniformity of text-books in all the schools of the same town, or the same section of the State.

This defect is obviated in the new law, by making it the duty of the town committee to adopt all suitable regulations with regard to books, and of the State Commissioner to recommend the best text books, and secure as far as practicable a uniformity in the schools of the same town.

9. The absence of any provision to prevent the waste of the money of the State and the town, by being spent on a school taught in a small, badly located, unventilated, imperfectly warmed, and inconveniently constructed school-house; and to save innocent children from the discomforts, and injury, bodily, mental and moral, of such structures.

Under the new Act, school districts are clothed with all the necessary powers to secure suitable school-house accommodations, provided the plans for the same are approved by the committee of the town, or the State Commissioner; and no district can be entitled to its proportion of the school money, in the treasury of the town, unless the public school of the district has been kept in a school-house approved by the committee. In addition to these provisions, it is made the duty of the Commissioner, by special resolution, to prepare and make known plans for the location, construction and internal arrangement of school-houses, suitable for large and small districts, and for schools of different grades.

10. The want of some tribunal for the cheap, speedy, and amicable, if possible, but in all cases, final, adjustment of all controversies arising among the inhabitants, teachers, and officers of any district or town, growing out of the operation of laws relating to public schools, before such controversies have injured, if not broken up, the school, and ripened into bitter neighborhood feuds, to be transmitted from one generation to another.

In the new Act it is made the duty of the Commissioner of Public Schools to decide without appeal and without cost to the parties, all controversies and disputes which may be submitted to him for settlement and decision; and his decision in any case brought before him by any person conceiving himself aggrieved in consequence of any decision made by a school district, or the committee of any town, or by a county inspector, when approved by any judge of the Supreme Court, is made final and conclusive.

11. The want of provision for the uniform and efficient administration of all general laws in every town and district of the State, with the exercise of a liberal discretionary power, on equitable principles, in all cases which cannot be anticipated or safely provided for under a general rule; with a check upon any permanent and extensive abuse of such power by a record of

every thing done or advised under it, and frequent and full accountability to the source from which it is derived.

That part of the new Act which relates to the supervision of the State through the action of the Commissioner of Public Schools, is intended to supply this deficiency.

12. The want of any permanent and efficient provision for securing progress in the schools, and the legislation respecting them, by keeping the legislature and the people informed of all general as well as local defects and improvements, and the best means by which the former might be remedied, and the latter extended; and at the same time, an inquiring, intelligent and active interest in all that relates to the advancement of public schools, and popular education, awakened in parents, teachers, school committees, and the public generally.

As the source of all thorough and permanent improvement in the school, the district, town, state and the law, provision is made in the new Act, to keep teachers, parents, school officers, and the Legislature advised accurately and frequently of the condition of the schools, and the best plans for their improvement. Every teacher must keep a register, open at all times to parents and school officers; which will be so arranged as to embrace all the important facts in the condition of his school.

The trustees of every district must make a return annually to the school committee of the town, embracing the main facts contained in the register of the teacher, and such other particulars as they are familiar with. The school committee of each town must make to the town, an annual report of their own doings, and the condition and plans for the improvement of the schools, which, unless printed, must be read in open town meeting; and a return to the State Commissioner in matter and form as shall be prescribed by him. The county inspectors must report to the Commissioner, the results of their observation in the schools; and the Commissioner, from these sources of information, and from his own observation and experience, must submit an annual report to the Legislature.

To this summary of defects in the laws relating to public schools as they were, and of the provisions incorporated into the new Act to remedy them, I will add a brief outline of the system as at present organized, before passing to a consideration of the condition of the schools themselves, and of plans for their improvement.

II. Outline of the system of Public Schools as at present organized.

The system rests on the broad foundation of a great public interest, to the support of which the entire property of the

State contributes; in whose administration every inhabitant, who has any voice in public affairs, is recognized; and to a participation in whose benefits, every child is entitled as a right, no matter how poor or desolate that child may be.

Organization. 1. The State being a principal contributor to the support of the public schools, is recognized as imposing certain conditions on such towns as wish to share of its bounty, and as exercising a general supervision of such schools as may be supported to any extent out of its appropriation. 2. Towns are clothed with all the powers of taxation and supervision necessary to enable them to share in the appropriation out of the general treasury, and to establish and maintain a sufficient number of public schools of different grades, at convenient locations, for all the children residing within their respective limits, subject to the general supervision of the State. 3. School districts, or the inhabitants of territorial subdivisions of a town, when regularly constituted and authorized by a vote of the town for this purpose, have the management of the school or schools within their respective limits, subject to the general regulation of the State, and the special regulation of the town.

In every secondary or grammar school, which two or more primary school districts may by a concurrent vote establish for the older and more advanced children of such districts, the teacher must have a certificate of qualification signed by a county inspector or the State Commissioner.

Support. The expenses of the system are met as follows: 1. The State appropriates annually from a fund set apart for this purpose, and out of the general treasury, the sum of twenty-five thousand dollars, or about one dollar for every child between the ages of four and sixteen, for the payment of teachers' wages, in the several towns and cities. 2. Each town must raise by tax a sum equal to at least one-third of its distributive share of the state appropriation, and may raise a larger amount. The avails of the registry tax in each town, are set apart by law for the support of schools. 3. Each district must provide its own school-house, appendages and fuel, unless the same is provided by the town, and may by vote raise money by tax on the property of the district, or by rate-bills for tuition payable by the parents of the scholars, towards the compensation of teachers. 4. Every parent or guardian of children at school, must provide books, stationery, &c. unless the district or town votes to supply the same.

Grades of Schools. The law admits of the establishment of schools of different grades, to meet the educational wants of different districts and towns—providing however that even in

establish Teachers' Institutes and a Normal School, and in every way to elevate the profession of teaching; decide all controversies which may be referred to him, and report annually to the Legislature, his own doings, and his views as to the condition and improvement of the schools, and other means of popular education.

Libraries. Every district may establish, by tax or otherwise, a library for the use of the district; and every town may establish and maintain a public school library, for the use of the inhabitants generally of the town, to be kept together at some convenient place, or be distributed into several parts, which may be transferred from time to time for the convenience of different districts or neighborhoods, under proper regulations.

Modes of diffusing information. The teacher reports daily, in his school register, to parents and trustees; the trustees, when called on, to the committee of the town; the committee of the town annually, and the county inspectors, from time to time, to the State Commissioner; and the State Commissioner annually to the Legislature, in a printed document, which is virtually a report both to the Legislature and the people.

Such, in outline, is the system of public schools now in operation. While the frame-work of the old system is substantially preserved, such new features are incorporated into it as experience had proved to be necessary to supply acknowledged defects, and to aid, invigorate and sustain what had proved to be useful. Some of these additions may require modifications, and other provisions more efficient may be needed to prompt and assist delinquent and backward towns and districts to come up to the average standard of the State. If the people and the legislature of Rhode Island are in earnest in the efforts recently put forth to do away at once and for ever the glaring inequalities in the condition and means of education which prevail in different sections of the State, and in different towns in the same section, and in different districts of the same town, they will provide for the uniform and vigorous administration of a system of public schools in every section, town and district. The experience of this State for two hundred years, during which this great interest was unrecognized and unregulated by law, proves conclusively that it cannot be safely left to be provided for by the instinct of parental duty, or by the voluntary and unaided efforts of individuals and towns. If thus left, while a few will be educated at great expense, at home or abroad, the many will have but scanty and irregular instruction; and not a few will be doomed to the condition of unlettered ignorance. Even if general provision is made by law for the education of all the children of the State, such provision to

thorized by the town, may elect three residents of the district, to act as trustees, and to continue in office three years; their terms of office being so adjusted that one shall be elected every year. The trustees have charge of the property of the district; call meetings of the inhabitants; provide teachers, school-room, furniture and fuel, and books for such scholars as are not supplied by their parents or guardians; visit the school twice during each term of schooling; make out all tax and rate bills; and report annually to the committee of the town, the condition of the schools, in matter and form as shall be prescribed by them. 2. Town School Committees. Each town must elect annually a committee of three, six, nine, or twelve members, to have the charge and superintendence of the public schools. The apportionment of school-money among the schools or districts; the examination and licensing of teachers; the annulling of the certificates of teachers found unqualified; the visitation of all the schools twice during each season of schooling; the making of regulations respecting the classification, attendance, books, instruction and discipline of the schools; the formation of school districts; the location of school-houses; the drawing of orders in favor of such districts, and such only as have maintained a public school for four months, under a teacher properly qualified, in a school-house approved by the committee; and the presentation of a written report, respecting their own doings, and the condition and improvement of the schools, to the town, and to the Commissioner of Public Schools,—these and other duties are devolved on this committee. In case the town is not divided into school districts, or votes to maintain the school independent of that organization, the town committee must perform all the duties of the trustees of school districts. 3. County Inspectors. Their appointment, number and tenure of office are left with the Commissioner of Public Schools, under whose instructions it is made their duty to examine teachers, and visit, inspect, and report to him respecting the schools in their respective counties. 4. State Commissioner. He is appointed by the Governor, with such salary as the Legislature may fix. His duties are to apportion the State appropriation among the several towns, and draw an order in favor of such towns as conform to the law; prepare forms and instructions for the uniform administration of the law in different towns and districts; visit schools, and, by personal communication and public addresses, call the attention of all interested, to existing defects and desirable improvements in school-houses, classification, teachers, methods, &c. in the schools; recommend text books, and assist in the establishment of school libraries; grant state certificates to teachers whom in his circuit he shall find well qualified;

establish Teachers' Institutes and a Normal School, and in every way to elevate the profession of teaching; decide all controversies which may be referred to him, and report annually to the Legislature, his own doings, and his views as to the condition and improvement of the schools, and other means of popular education.

Libraries. Every district may establish, by tax or otherwise, a library for the use of the district; and every town may establish and maintain a public school library, for the use of the inhabitants generally of the town, to be kept together at some convenient place, or be distributed into several parts, which may be transferred from time to time for the convenience of different districts or neighborhoods, under proper regulations.

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be efficient must connect every citizen with its management, must be adapted to the local circumstances and wants of different towns and neighborhoods; and by enlisting the vigilance of tax-payers and parents, be surrounded with the largest possible amount of watchfulness, interest and affection. The schools established must be at once good and cheap,—good enough for the children of those who know what a good school is, and cheap enough to be within the reach of the poor—otherwise they can never become public or common schools, in the highest sense, where the children of all, rich and poor, the more and the less favored in outward circumstances, are welcomed to the same fountain of intellectual and moral life, and the ties and sympathies of mutual interest, friendship and dependence are nourished among the whole people, from earliest childhood. Unless this standard of excellence can be reached, or at least approached, the appropriation from the general treasury will fail in its object, and the schools maintained for two or three months in the year, under teachers young, inexperienced and unqualified, uncared for by parents, and unvisited by committees, will continue to prove in many towns, and more districts, costly and delusive nullities, satisfying the public conscience with the semblance of common schools, without removing the reproach of having persons, born on the soil of Rhode Island, unable to read and write. That the deficiencies in the schools are not exaggerated—that the conditions and elements which must exist and co-operate together before a good school can possibly exist, are not found at all in several towns, and in many districts in almost every town, and that there are modes within the reach of every town and district, authorized by the new act, by which these deficiencies can be supplied, and these conditions realized, will be seen in the following summary of the state of the public schools, and suggestions for their improvement.

IV.

In pursuing the practical operation of the system of public schools as it has been heretofore organized, with a view of suggesting improvement in the schools, in those details and influences, whose nice adjustment and harmonious working, are necessary to the production of the great result, the thorough, equal and universal elementary education of all the children of the State, I shall confine myself mainly to general results, and recommendations; reserving to a subsequent Report, or to a document to be appended to this, a particular account of the state and means of education in each town, with suggestions of improvement modified to the peculiar circumstances of each. The facts and suggestions presented, are the result of my own

observation and reflections, on a great variety of schools in every section of the State, for two years past, fortified or modified by the written communications of teachers and committees, from every town, in reply to circulars (Appendix I. and II.) addressed to them respecting facts within their own personal knowledge, and plans of improvement adapted to circumstances of which they were the most competent judges.

1. Organization.

Most of the deficiences in whole classes of schools, as well as the most glaring inequalities in the means and condition of education in different sections of the same town, and in different towns, are the direct result of the organization through which the schools are conducted. Every town in this State is divided territorially into school districts, and with the exception of four towns, the schools have heretofore been conducted by these districts, although but partially organized, or by a local committee, appointed to act for such districts. In the four instances where the schools are administered by the town in its corporate capacity, there is a much nearer approach to an equality of school privileges, a higher degree of excellence in all the constituents of good schools, and stronger evidence of progress, than in the towns where the district organization is virtually relied on. The districts as now constituted, differ from each other in territorial extent, number, occupation and pecuniary ability of the inhabitants, and more than all, in the degree of parental interest manifested in the public schools. Some districts enjoy in compactness and number of population, every facility for a gradation of schools, taught by competent teachers, through the year, and at the same time put up with one large school, for a few months in each year, because their several proportions of the state and town appropriations are insufficient to put the schools on a more liberal foundation, and the remaining districts are not willing, in town meeting, to vote a larger sum. In other districts the school is too small—the children, few in number, irregular in their attendance in inclement seasons and bad state of the roads, are doomed to all the hardships of a poor school-house, an incompetent teacher, and the want of the stimulus and excitement which springs from a large number of the same age engaged in the same pursuits. Most of these inequalities could be easily obviated, were a school system to be introduced for the first time, with an appropriation on the part of the State large enough to induce the towns to act with corresponding liberality; and most of them can now be gradually removed, and the disadvantages to some extent, at least, be remedied.

1. By the establishment of a sufficient number of schools of different grades at convenient locations, irrespective of district

lines, in all the small towns, and in every town where the majority of the voters are prepared to act liberally and efficiently on the subject. A good beginning made at any point—the fruits of but one good school, taught in a good school-house, by a good teacher, under thorough supervision, once seen in any section of the town, must inevitably be followed by the introduction of the same or greater improvements in every other. The peculiar facilities of each section will be improved, and the natural disadvantages under which any portion may labor, will be obviated by special interference in its behalf.

2. By the thorough organization of school districts, in every town where they must be continued, and especially in such towns where the majority are not prepared to act with liberality and efficiency in behalf of public schools. In such towns those districts which are prepared to act should have every facility afforded, and not be kept down to the standard of the backward districts. To enable them to do this, a general revision of school districts is desirable, for the purpose of defining their boundaries more accurately, and of adjusting the size to the altered circumstances of the population. In such a revision, the several districts into which a compact village has been heretofore divided, should be consolidated into one for the purpose of maintaining a gradation of schools; small districts should whenever practicable, be enlarged so as to embrace at least forty children of the proper school age, by adding portions of larger adjoining districts; and the very small districts should be annexed to others, where the same can be done without subjecting any of the children to an inconvenient distance. Whenever a small district has been created under peculiar circumstances, and in other cases, where a few families by spirit and liberality, supply the natural deficiences of their position, it may be advisable to continue such for the present.

It will be the duty of the Commissioner in his addresses, circulars and reports, from time to time to call the attention of towns and districts to the manner in which their peculiar facilities can be improved, and their natural disadvantages can be obviated.

2. School-houses.

Under any plan of education, whether public or private, for every grade of school, whether elementary or superior, there must be a place where the school can be taught, and common sense dictates that this place should be located, constructed, and fitted up so as to promote, and not hinder, perfect, and not defeat, the work to be carried on within and about it. It should be built for children, and for children differing in age, sex, size, and studies, and therefore requiring

different accommodations; for children engaged sometimes in study and sometimes in recitation; for children whose health and success in study require that they shall be frequently, and every day, in the open air, for exercise and recreation, and at all times supplied with pure air to breathe; for children who are to occupy it in the hot days of summer, and the cold days of winter, and to occupy it for periods of time in different parts of the day, in positions which become wearisome, if not in all respects comfortable, and which may affect symmetry of form and length of life, if the construction and relative heights of the seats and desks which they occupy, are not properly attended to; for children whose manners and morals,—whose habits of order, cleanliness and punctuality,—whose temper, love of study, and of the school, are in no inconsiderable degree affected by the attractive or repulsive location and appearance, the inexpensive out-door arrangements, and the internal construction of the place where they spend or should spend a large part of the most impressible period of their lives. This place too, it should be borne in mind, is to be occupied by a teacher whose own health and daily happiness is affected by most of the various circumstances above alluded to, and whose best plans of order, classification, discipline and recitation may be utterly baffled, or greatly promoted, by the manner in which the school-house may be located, lighted, warmed, ventilated and seated.

With these general views of school-architecture, let us contrast the condition of the places where most of the public schools of the State were kept in the winter of 1843–44, as presented in an abstract of the returns of teachers and committees, corrected from notes taken during my first circuit through the several towns.

As the schools were then organized, four hundred and five school-houses were required, whereas but three hundred and twelve were provided. Of these, twenty-nine were owned by towns in their corporate capacity; one hundred and forty-seven by proprietors; and one hundred and forty-five by school districts. Of two hundred and eighty school-houses from which full returns were received, including those in Providence, twenty-five were in very good repair; sixty-two were in ordinary repair; and eighty-six were pronounced totally unfit for school purposes; sixty-five were located in the public highway, and one hundred and eighty directly on the line of the road, without any yard, or out-buildings attached; and but twenty-one had a play-ground enclosed. In over two hundred school-rooms, the average height was less than eight feet, without any opening in the ceiling, or other effectual means for ventilation; the seats and desks were calculated for more

than two pupils, arranged on two or three sides of the room, and in most instances, where the results of actual measurement was given, the highest seats were over eighteen inches from the floor, and the lowest, except in twenty-five schools, were over fourteen inches for the youngest pupils, and these seats were unprovided with backs. Two hundred and seventy schools were unfurnished with a clock, blackboard, or thermometer, and only five were provided with a scraper and mat for the feet. In view of these facts, the following summary of the condition of the school-houses was given in my report on school-houses, which is repeated here, as still applicable to many places where the public schools are now taught.

They are, almost universally, badly located, exposed to the noise, dust and danger of the highway, unattractive, if not positively repulsive in their external and internal appearance, and built at the least possible expense of material and labor.

They are too small. There was no separate entry for boys and girls appropriately fitted up; no sufficient space for the convenient seating and necessary movements of the scholars; no platform, desk, or recitation room for the teacher.

They are badly lighted. The windows were inserted on three or four sides of the room, without blinds or curtains to prevent the inconvenience and danger from cross-lights, and the excess of light falling directly on the eyes or reflected from the book, and the distracting influence of passing objects and events out of doors.

They are not properly ventilated. The purity of the atmosphere is not preserved by providing for the escape of such portions of the air as had become offensive and poisonous by the process of breathing, and by the matter which is constantly escaping from the lungs in vapor, and from the surface of the body in insensible perspiration.

They are imperfectly warmed. The rush of cold air through cracks and defects in the doors, windows, floor and plastering is not guarded against. The air which is heated is already impure from having been breathed, and made more so by noxious gases arising from the burning of floating particles of vegetable and animal matter coming in contact with the hot iron. The heat is not equally diffused, so that one portion of a school-room is frequently overheated, while another portion, especially the floor, is too cold.

They are not furnished with seats and desks, properly made and adjusted to each other, and arranged in such a manner as to promote the comfort and convenience of the scholars, and the easy supervision on the part of the teacher. The seats are too high and too long, with no suitable support for the back, especially for the younger children. The desks are too

high for the seats, and are either attached to the wall on three sides of the room, so that the faces of the scholars are turned from the teacher, and a portion of them at least are tempted constantly to look out at the windows,—or the seats are attached to the wall on opposite sides, and the scholars sit facing each other. The aisles are not so arranged that each scholar can go to and from his seat, change his position, have access to his books, attend to his own business, be seen and approached by the teacher, without incommoding any other.

They are not provided with blackboards, maps, clock, thermometer, and other apparatus and fixtures which are indispensable to a well regulated and instructed school.

They are deficient in all of those in and out-door arrangements which help to promote habits of order, and neatness, and cultivate delicacy of manners and refinement of feeling. There are no verdure, trees, shrubbery and flowers for the eye; no scrapers and mats for the feet; no hooks and shelves for cloaks and hats; no well, sink, basin and towels to secure cleanliness; and no places of retirement for children of either sex.

Such was the condition of most of the places where the public schools were kept in the winter of 1843–44, in the counties of Kent, Washington and Newport, and in not a few districts in the counties of Providence and Bristol. In some districts, an apartment in an old shop or dwelling-house was fitted up as a school-room; and in eleven towns, the school-houses, such as they were, were owned by proprietors, to whom in many instances, the districts paid in rent a larger amount than would have been the interest on the cost of a new and commodious school-house. Since the passage of the Act of January, 1844, empowering school districts to purchase, repair, build and furnish school-houses, and since public attention was called to the evils and inconvenience of the old structures, and to better plans of construction and internal arrangement, by public addresses, and the circulation of documents, (Appendix XII.) the work of renovation in this department of school improvement has gone on rapidly. If the same progress can be made for three years more, Rhode Island can show, in proportion to the number of school districts, more specimens of good houses, and fewer dilapidated, inconvenient and unhealthy structures of this kind, than any other state. To bring about thus early this great and desirable result, I can suggest nothing beyond the vigorous prosecution of the same measures which have proved so successful during the past two years.

1. The public mind in the backward districts must be aroused to an active sense of the close connection of a good school-house with a good school, by addresses, discussions, conversa-

tion and printed documents on the subject, and by the actual results of such houses in neighboring districts and towns.

2. Men of wealth and intelligence in their several neighborhoods and capitalists, in villages where they have a pecuniary interest, can continue to exert their influence in this department of improvement.

3. School committees of every town can refuse to draw orders in favor of any district which will not provide a healthy and convenient school-room for the children of the district; and to approve plans for the repairs of an old, or the construction of a new house, which are to be paid for by a tax on the property of the district, unless such plans embrace the essential features of a good school-house.

4. The Commissioner of Public Schools must continue to furnish gratuitously, plans and directions for the construction and arrangement of school-houses, and to call the attention of builders and committees to such structures as can be safely designated as models.

Districts should make regulations to preserve the school-house and appendages from injury or defacement, and authorizing the trustees to make all necessary repairs, without the formality of a special vote on the subject.

3. School attendance.

After an efficient organization by which public schools can be instituted, and after healthy, attractive and convenient school-houses are provided, the next step is to secure the school attendance of all children of a proper school age, of both sexes, and in every condition in life. There are differences of opinion, not only as to what is attainable, but as to what is desirable in respect to the school attendance of children; and particularly as to the age, when it should commence. The family circle and the mother, are unquestionably the school, and the teacher of God's appointment,—the first and the best, for young children. Were every home surrounded by circumstances favorable to domestic training, and had every mother the requisite leisure, taste and ability to superintend the proper training of the feelings, manners, language and opening faculties of the young, their early school attendance would not be an object of great importance. But whatever may be the fact in a few homes, and with few mothers, there can be no doubt, that in reference to many homes, so unfavorable are many surrounding circumstances,—so numerous are the temptations in the street, from the example and teaching of low bred idleness,—so incessant are the demands on the time and attention of the mother of a family, that it is safe to say that with the large majority of children, their school attendanceshould

commence when they are five years old. In the densely populated sections of large cities, and in all manufacturing villages, provision should be made for the attendance and appropriate care and instruction of children, two and three years younger. No one at all familiar with the deficient household arrangements and deranged machinery of domestic life, of the extreme poor, and ignorant, to say nothing of the intemperate,—of the examples of rude manners, impure and profane language, and all the vicious habits of low-bred idleness, which abound in certain sections of all populous districts, can doubt, that it is better for children to be removed as early and as long as possible from such scenes and such examples, and placed in an infant or primary school, under the care and instruction of a kind, affectionate and skillful female teacher.

The primary object in securing the early school attendance of children, is not so much their intellectual culture, as the regulation of the feelings and dispositions, the extirpation of vicious propensities, the pre-occupation of the wilderness of the young heart with the seeds and germs of moral beauty, and the formation of a lovely and virtuous character by the habitual practice of cleanliness, delicacy, refinement, good temper, gentleness, kindness, justice and truth. The failure of much of our best school education in reference to moral character, is to be attributed to the pre-occupation of the ground by idle, vicious, and immoral habits acquired at home and in the street, before the precepts, example and training of the school commenced.

Until children are ten or twelve years of age, they should be subjected to a regular, systematic and efficient school training through the year, with such vacations as the health and recreation of the teacher may require. Except during the very hot days of summer, and the most inclement weather in winter, and the established or occasional holydays, children should never require vacations on their own account. The daily exercise of the school should not in any case overtask the brain, or weary the physical strength, beyond the power of the playground and the light slumbers of childhood to restore. They should leave the school, day after day, in the radiant health and buoyant spirits which nature associates with their years, when spent in obedience to her laws.

After the age of ten or twelve, a portion of each year spent in the discharge of domestic duties at home, or in healthy labor in the field, the mill, the counting-room, or the workshop, under the direction and supervision of parents, or natural guardians, will prove of more service to the physical training of most children, and the formation of good practical habits of thought, feeling and action, than if spent over books in the

school-room; and especially, if spent in such school-rooms, and under such teachers as are now in too many districts in this and other states provided.

Every child should attend the best school, be it public or private; but other things being equal, a public school of the same grade will be found to be the best school; and if it is the best school, in all the essential features of a school, the social and indirect benefits resulting to the individual and to the community, from the early school association of all the children from the families of the poor and the rich, the more and the less favored in occupation and outward circumstances, are such, that as far as practicable, all the children of a neighborhood should attend the public school. While connected with a school, every scholar should attend regularly and punctually, from the commencement of the term to the close, and during the school hours of each day. If the children of either sex are to be withdrawn early from school, this deprivation should fall on the boys, rather than the girls; for the former can more easily supply the deficiencies of school education by improving the opportunities of self and mutual instruction which their occupation, and access to books, lectures, and the daily intercourse with educated men, afford; and the latter, by improving for a longer period the privilege of good schools, will, in the relations of mothers and teachers, do more to improve and bless society, and determine the civilization of the next and all future generations, than the male sex, can do, however well educated, without the co operation of women.

With these views as to the desirable standard of school attendance, let us see how far the state fell below it in 1844, and what are some of the means by which a nearer approach can be made in future years.

The whole number of persons over four and under sixteen years of age, the ordinary but not exclusive subjects of school education, in the different towns of the state, including the city of Providence, was about 30,000.

The whole number of persons of all ages who attended any school, public or private, any portion of the year, was 24,000. Of this number 21,000 were enrolled as attending the public schools, and 3,000 as receiving instruction at home, or in private schools, of different grades, at periods of the year when the public schools were open. At other periods of the year the number attending private schools, taught by teachers of public schools, was much larger.

Of the 21,000 connected with the public schools during the year, 18,000 only were between the ages of four and sixteen years. One-third of the whole number enrolled, attended school so irregularly, that the average attendance of children

of all ages in the public schools, did not exceed 13,500, or less than one-half of all the children of a proper school age. The number who attended school during the whole year, allowing for vacations of ordinary length, did not exceed 5,000, including scholars in primary schools, while more than 6,000 on an average did not attend a public school three months in the year. Less than half of the whole number of scholars were girls. Of the scholars over sixteen years of age, the proportion of boys to the girls was as five to one. Of the scholars over ten years of age, the number of boys were to the girls as four to one.

These results, although obtained from different sources of information, agree substantially with those presented in the annual returns made by school committees to the Secretary of State, for the same period, and are sufficiently accurate to sustain the following conclusions.

1. Many children of a proper age did not attend any school, public or private, or receive suitable instruction at home during the year.

The whole number thus absent from any regular or systematic means of education, cannot have been less than six thousand. Of this number two thousand were under the age of eight years, and three thousand over the age of twelve. It would have been better for the health, manners and morals of most of those under eight years of age, to have been in good primary schools, such as should be engrafted upon the system of public instruction, in every large neighborhood. Of those over twelve years of age, two-thirds at least were girls, and a large proportion of the whole number, both male and female, were employed in the field, the mill, or the workshop, for the pecuniary value of their labor. Many of them have attended school in former years, but so irregularly that their school education does not amount to any useful acquaintance with even the elementary branches of reading, writing and arithmetic, as ordinarily taught. A portion of this number would have attended the public school of their district, had it not been open for only a few weeks or months, and, during that time, crowded with scholars, of every age. The necessities of some families, and the business arrangements of employers will not allow of the withdrawal of all those employed in the mills at the same time. So if the public school in the agricultural district is open in the summer only, the older boys and girls cannot attend; and if in the winter only, the younger children who live at a distance, are virtually excluded. The remedy for this part of the evil, is to keep the public school open throughout the year. For those who cannot under any circumstances attend the day school, (although it is to be regretted that they should not attend a good school for even a few months in the year, at a

period of life when they would make the most valuable acquisition in knowledge, and master effectually its difficulties,) evening schools should be established. By means of such schools, the defective education of many of the youth of our manufacturing population would be remedied, and their various trades and employments be converted into the most efficient instruments of self-culture.

Although a much larger school attendance, both of children under eight and over twelve years, would undoubtedly be secured by the opening of permanent schools, both for children under eight and ten years, and for those over twelve, still this would not wholly cure the evil, which lies down deep in the cupidity and negligence of parents, and the change which has been wrought in the habits of society by the substitution of the cheaper labor of children and females, for the more expensive labor of able bodied men. The consciences of parents must be touched,—a public conscience on this subject must be created,—a wise forethought, as to the retribution which will one day visit society for the crime of neglected childhood, and the early and extensive withdrawal of females from schools, and their employment in large masses away from home and home occupations, must be awakened among capitalists, patriots and Christians. We have not yet begun to see the beginning of the end. A large number of the females heretofore employed in mills, have had an early, New England, domestic training, before engaging in their present occupation. But where can those who have spent their lives, from the age of eight or ten to twenty-one, in the routine of a cotton mill, be trained to those intellectual and moral habits, which are essential to the management of a household, however small and humble, and upon which the happiness of every home, however poor, depends?

2. Many children, who should, and would under some circumstances, be sent to the public schools, attended exclusively, private schools of different grades.

Most of the private schools in this state have their origin in the real or supposed deficiencies of the common schools, and four-fifths of them would disappear in six months, if the public schools were thoroughly organized, and liberally sustained throughout the year. The peculiar views entertained by some parents in reference to the education of children, will always call for the establishment of a few private schools. In these, the accomplishments of education, which the great mass of society will not care to see provided for in a course of public instruction, can be given; and here too, those teachers who have new views as to methods of instruction and discipline, which cannot be carried out in schools subject to certain gen-

room within five minutes after the hour had arrived for opening the school; less than one-half had come in at the close of twenty minutes; and more than thirty minutes of the morning session was virtually lost to the whole school from delays or disturbances incident to tardiness on the part of a portion of the scholars,—with some of whom a want of punctuality had already become habitual. I have seldom visited a school during the first half of the morning session, without witnessing the interruption of the order, attention and exercises of the school, caused by the entrance of some delinquent scholar; and although not to the same extent, the same interruption is repeated during the last half of the afternoon session, by the withdrawal of a larger or smaller number of scholars, on the pretence of business to be done, or distance to be traversed.

But great as are these hindrances and interruptions, and the consequent loss of money, time and privileges to individuals, the school, and the public, they are few and small, compared with those which spring from irregularity of attendance. From the want of full and accurate sources of information, in school registers accurately kept for a series of years, the magnitude of this evil cannot be expressed in any statistical statement. A summary of the returns made by school teachers to the school committee of each town, and by them to the Secretary of State, shows that in 1845, out of 22,156 nominally connected with the public schools, the average attendance was only 14,528.

But the results of my own inquiries and observations in more than one hundred schools, are still more unfavorable. In not a single instance, was the number of absentees at the time of my visit, less than one-fourth of the whole number of scholars enrolled; in more than one-half of the schools, it amounted to more than one-third of the whole number, and in the manufacturing villages, it never fell below one-half. Whenever a minute inquiry was instituted, it almost invariably appeared that every scholar had been absent during the term; that a majority, even of those who were most constant in their attendance, were occasionally absent; that about one-third were habitually irregular; and that some who were counted as members of the school, came so seldom that their attendance might be regarded as visits, were it not that such visits prove too serious an annoyance and hindrance, both to scholars and teacher, to be designated by a word, which when used in connection with schools, ought to convey something more frequent and beneficial. I have seldom listened to a class recitation, in which one or more members of the class were not excused from even attempting to recite in their turn, or in which the teacher was not mortified at a halting, blundering

in the public schools of Providence, and of those districts where the public schools were kept through the year, attended school eight months in the year. The general standard of attainment with scholars over eight years old, in most of the schools which I have visited, was at least three years below what it should have been, and what it would have been, if the same scholars had commenced going to school when they were five years of age. There are certain school habits, of order, attention, and application, which can be more readily acquired,—certain elementary steps in language, which can be taken more easily by a child before than after they are seven or eight years old. The standard of scholarship in the schools, fell far short, both in quantity and quality, of what it might have been, if the older children of the neighborhood were continued in the winter schools for a few years longer. They leave school just at that period of life when they would see the practical bearings of their studies, and have acquired the vigor of mind requisite to grapple with the real difficulties of science.

4. Many scholars in public schools attended so irregularly from day to day, and with such want of punctuality at the opening of each term, and of each half day's session, and withdrew prematurely before the close of the term, or of the daily session, that they derived but little benefit from the schools, and greatly impaired the usefulness, and lowered the scholarship of the public schools.

The magnitude and diversified forms and relations of the evil here stated—its deep-seatedness in the school habits of society, and the irreparable nature of the injury which it inflicts, cannot be overstated, and can with difficulty be appreciated, except by those who have devoted particular attention to the subject.

Except in districts where there is a stated period for each school term to commence, much time is lost to individuals, and the whole school, before a sufficient number of scholars have come together for the purposes of classification. In ninety-six districts, comprising in the aggregate 3,800 pupils, less than 1,000 were present during the first week, and more than that number did not join until after the close of the third week of the term. In the same districts, 460 left school three weeks before the term closed. The average length of the school term in these districts, was thirteen weeks. But not only was the nominal length of the school term curtailed in this way, but a portion was clipped, both from the opening and close of every day's session.

In fifty schools, in which these facts were carefully noted, until proper measures were taken to expose and remedy the evil, less than one-tenth of the scholars were in the school-

and gaps in recitations. Degraded gradually from his first position, until he finds himself dragging at the heels of his class,—visited with the displeasure and punishment of the teacher, for his repeated failures, he loses that delicacy of feeling,—that sensitiveness to the good opinion of his associates and teacher, which is the motive to much noble conduct and effort in the young, and finally becomes so reckless and hardened to reproof and shame, that he can stand up unabashed, and confess his ignorance, and it may be, glory in it. A disgust to study and the school, follows this loss of self-respect; habits of truancy are acquired, and by and by he is turned out upon society, a pest and a burden,—a prepared victim of idleness, vice and crime. The consequences of irregular and unseasonable attendance, are not always so disastrous, but the business of daily life is constantly arrested and deranged by the bad habits of mental and moral discipline, which it helped to form.

To the teacher, this practice is a source of much additional labor perplexity and disappointment. His best plans for economizing his time and efforts, by acting on masses of scholars, instead of individuals, are defeated. The discipline, attention and order of exercises for the whole school are disturbed, by late attendance. His interest in the daily recitations of his classes, is dampened by the number who are absent or who are not properly prepared; and at the close of the term, and especially if there is a public examination, he is mortified that after all his efforts, he is obliged to apologize for the large number of scholars who have absented themselves from the consciousness of their own deficiencies, and for the repeated failures in those who are present. The committee is disappointed, and parents are disposed to complain; and not unfrequently the loudest complaints come from parents who tolerated, even if they did not require the occasional and frequent absence of their children, whose irregularity in various ways, has occasioned all the disappointment.

To the community, as a district, town and state, this irregular school attendance is a loss, great and irreparable, in every aspect in which it can be viewed. It is a loss or a forfeiture of money, of time, of precious privileges, and above all, of that general virtue and intelligence, which is at once the wealth, security and glory of a state. School-houses have been built and furnished at an aggregate cost of not less than two hundred thousand dollars, and the schools are maintained at an annual expense of not less than sixty thousand dollars; and yet one-third of this sum is practically thrown away, and with it a proportionate waste of the precious opportunities of early life. Were the school districts and children of a particular section of the State, to be visited exclusively with this loss, a remonstrance, loud and earnest enough to be heard and heeded, would come

up from every tax-payer and parent, against the continuance of such bad financiering, and the curse of such a withering, intellectual and moral blight. But the loss of money,—of the privileges of the school, and of the seed time of so many children, is as great and as real, although spread through every school district, and impairing and darkening in advance the aggregate intelligence and virtue of the whole people.

To remedy a state of things, so far removed from the true idea of school attendance,—so adverse to the successful operation of a system of public instruction, and so inwrought into the school habits of society, must be the work of time and of many agencies. Measures must be taken to ascertain and make known the extent of the evil,—its diversified forms and influences,—the causes which produce or aggravate it, and the remedies which have proved elsewhere successful in removing or diminishing it. All the authorities and interests recognized in the organization and administration of the school system, must be enlisted in securing a proper school attendance, without which liberal appropriations, school-houses, teachers and supervision will fail in making public schools universal blessings.

The State has already done something, and prepared the way for still more direct and efficient action on the subject, in the several towns and districts. The school law now provides that the public schools shall be maintained for at least four months in the year;—that a register of the daily attendance of every scholar in any public school, shall be kept by the teacher;—that one-half of the money appropriated by the state, shall be distributed among the school districts, according to the average daily attendance of scholars in each; and that school committees shall make all necessary regulations respecting the admission and attendance of pupils, and submit an annual report on the condition and improvement of the schools, in which so important a feature as school attendance must necessarily be discussed.

If the several towns will act out to the full circumference of the power and duty with which they are clothed, in respect to this and other matters relating to public schools, the evils of irregular and unseasonable attendance can be immediately and largely diminished. They can direct that a census of all the children between the ages of three and fifteen or sixteen years, shall be taken annually, including the name and age of each person, and the name, occupation and residence of the parents and guardians. Such a census will indicate the school wants of the town, and will be useful in determining the arrangement of school districts,—the location and size of school-houses,—the grade of school and kind of teachers required, and the proper distribution of the school money of the town. They can make provision for a sufficient number of schools, of different grades,

so as to hold out sufficient inducement for the attendance of the young, as well as the oldest children. They can determine that the schools shall be open both in the summer and winter, so as to allow of the attendance of those who could not attend, if there was but one session in the year. They can increase the inducement to punctual attendance held out in the rule of distribution established by the State, by offering a premium to be divided among the two or three districts which shall secure the largest average attendance for a specified number of months in the year. They can appoint to the office of school committee, persons of experience, intelligence, and interest in the subject, and sustain them in adopting and enforcing such regulations as they may think necessary to secure good school-houses, well-qualified teachers, and a large and punctual school attendance, in the several districts.

School districts can co-operate in this work. They can, in many instances, continue the school through the year, and in all cases vote to have two sessions in the course of the year. They can provide in all cases, healthy and attractive school-houses, so that children need not be necessarily detained from school by sickness, caused by being immersed in an unventilated and overheated atmosphere, or acquire a distaste to study and the school, in consequence of these being associated only with aching bones and other discomforts of the school-room. They can employ none but well-qualified teachers—and no teacher is well-qualified for a district school who cannot attach children to himself and the school, and interest them in their studies. They can establish a small rate of tuition, payable in advance, and thus bring to bear on parents the motive for continuing their children regularly at school, which operates so happily in most private schools. Should this expedient be adopted, for the purpose of increasing the school funds of the district, and interesting parents in the school, it should be so small as to be within reach of all, and payment should be required in advance for the whole term. They can have public meetings for the consideration of topics relating to the condition and improvement of the schools, and a public examination at the close of each school term, at which the register of attendance can be read. They can sustain the school committee of the town, and the teacher of the school, in carrying out the regulations which may have been adopted by the proper authority.

Among the subjects which should be embraced in a system of town and district regulations, are the following: (Appendix Number xv.)

1. The period of the year when the schools shall be open. This cannot be safely left to the action of school districts, for the children of a large minority are in this way frequently deprived

of the privileges of a public school. The convenience of all will be consulted by a school term in summer, and another in winter.

2. A regular time for the admission of pupils, such as the first week of the term; and the first Monday of every month, on the written permission of the trustees, and at no other time.

The arrangements of the teacher must be made in reference to those who are present, and he ought to know what the classification of his school, the length, and order of each exercise will be, for at least the month in advance, if he is to economize his time and labor.

3. A regular time for beginning the exercises of the school in the morning and afternoon, and the exclusion for the half day, of any scholar who is not in the school-room at the appointed time, or, if this should be thought too strict, admission might be given on the written or personal application of the parent in behalf of the pupil.

It will be hard for a scholar who is five or ten minutes behind the time, to find the door closed, but it is harder still for the teacher to be annoyed, and the attention of the whole school, and the exercise of a class disturbed at frequent intervals, during the first half of each session, by the late entrance of such scholars. Investigation has shown that most cases of tardiness arise out of neglect, rather than inability to leave home in season, or from the habit of loitering by the way. Experience has proved that where there is a certainty of the doors being closed at an appointed hour, that parents will shape their household arrangements, and scholars will perform their accustomed duties, so as to reach the school in season. This rule has operated well wherever it has been tried, and as might have been anticipated, the cases of exclusion are more frequent among children who live near, than those who live most remote from the school. In the winter season, the exercises might be opened fifteen minutes later.

4. A forfeiture of the privileges of the school for the next school month or term, to follow a specified number of absences (as for instance, five half days,) from school, in four successive weeks, except for personal sickness, or sickness or death in the family. The dismissal of a scholar during school hours, by the request of parents or guardians, should be regarded as an absence for the half day.

This rule has been readily acquiesced in by parents, when they have seen the necessity which called for its adoption, and been made acquainted with its beneficial operation on the school; and in all cases, they should be informed and interested, so as to extend their co-operation. They must be made to understand what is meant by the proper school attendance of children, and

the waste of time, money and precious privileges involved in even their necessary absence from school, during a certain period of their lives. They must be made to see that even a short period of each year devoted to steady, unbroken attendance, in which not a day or an hour is lost but from extreme necessity, is worth more to a child's mind, habits and education, than whole years of nominal connection with a school, interrupted by frequent absences. To secure the advantages of this punctual, and assiduous attendance, they must see the necessity of subordinating their household arrangements, and their own business and convenience, to some extent, to the hours of the school, and in inclement weather and bad state of the roads, of assisting their children in getting to school. They must see the irreparable wrong done to their own children, by encouraging a growing distaste to study and the school, by allowing their school attendance to depend on whim and caprice, or some trifling service they may render about home. They must see the flagrant injustice which is done to those children who are regular and diligent scholars, by having their recitations interrupted,—their progress arrested, and more than a proper share of the teacher's attention appropriated by scholars who are habitually late and irregular. They must understand that a public school, like every other public institution, must be subject to certain regulations for its proper management, and that no individual can claim his share in its privileges except as subject to these regulations, and under no circumstances so as to deprive others of their equal rights in the same.

5. A register or record of attendance, in which the teacher shall enter the name, age, studies, date of entrance, and each half day's absence, of each pupil, together with the name of the parent, or guardian.

To secure uniformity in the mode of carrying out these and the following regulations, and to abridge as far as possible the labor of the teacher in both, books properly prepared, and large enough to last for several years, with minute directions for their use, should be furnished to each district, by the Commissioner of Public Schools, at the expense of the State.* Teachers can

* Some progress has been made in preparing a District School Register, in which the following items can be entered. 1. A Plan of the Town. 2. Names of the School Committee. 3. Regulations of the School Committee, as to attendance, classification, studies, books, &c. 4. Number, plan and description of the District, 5. Names of Trustees and other officers of the District. 6. Regulations of the District and of the Trustees. 7. Name, occupation and residence of parents or guardian of every scholar. 8. Name, age, date of entrance and withdrawal from school, each half day's attendance, or absence, and the studies pursued by each scholar. 9. The average and aggregate attendance, number of scholars in each study, the number under four and over sixteen years, &c., number of each sex, &c. 10. Length of school term in half days, days and weeks,

avail themselves in this and in some other departments of discipline and general management, of the services of the older pupils.

6. A class record, in which the teacher shall enter a classification of his school, according to the attainments of his scholars in the several studies pursued,—the presence or absence of each member of the class at recitations, and the character of each recitation made; and every scholar should be required to prepare and recite out of school hours any lesson recited by his class during his absence.

7. A weekly or monthly report to parents, containing a summary for the week or month previous, of the registers of attendance and recitation, to which might be added a column for behavior.

It would be still better if parents could be informed on the same half day, or day, of the absence of their children. This would be an effctual check on truancy. This information could be given by pupils living in the same neighborhood, personally, or by leaving a note at the home of the absentees.

8. The establishment of certain holidays on which all the schools may be dismissed, and on no other days, except by written permission of the proper committee.*

These, and similar regulations, modified to suit the peculiar circumstances of each town, with exceptions in favor of districts, where peculiarities of occupation or other causes, may render a compliance with them impossible, will help to remove one of the greatest impediments to the progress of public schools. But independent of these regulations, or in co-operation with them, very much may be done by teachers. They can from time to time, by explaining the evils of irregular and

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and the number of scholars who attended one week, number who attended two weeks, number who attended three weeks, &c. 11. The name, age, date of certificate, and by whom signed, number of years' experience in this and other schools, compensation, &c. of the Teacher. 12. Date when visited, and names of official visiters. 13. Names of parents and other visiters. In addition to these items, there will be a place to enter a description of the school-house, a catalogue of the school-library, and apparatus belonging to the district, remarks by the school committees, county inspectors, and State Commissioner, with hints and suggestions for the use of the teacher. It is believed, that a book in which these and other particulars can be entered, and large enough to last for five years, can be got up, in substantial binding, and furnished to each district, so as not to cost over fifty cents.

Until something of the kind is prepared with special reference to the school districts of this State, the School Register, and School Ledger, prepared and published by O. O. Wickham, 79 Fulton Street, New York, are cordially recommended to teachers and school committees. Mr. Wickham has also for sale "School Cards," "Teacher's Tokens," "Educational Incentives," and other ingenious plans to aid the teacher, and afford encouragement to the intellectual exertions, and moral growth of pupils, and win the co-operation of parents and guardians.

strong arm of the law. For such cases, one or more institutions, similar to the "Farm School," near Boston, or the "Reform Schools," or "Schools of Industry," in some parts of Europe, should be provided, where these young barbarians can be tamed into the manners and habits of civilized life, and society be saved from the revenge which they will otherwise wreak upon its peace for their neglected childhood.

When all these expedients and plans have failed, the law of self-preservation imperiously demands that political institutions, which are embodied in written constitutions and laws, should not pass into the keeping of juries, witnesses, and electors, who cannot write the verdict they may render, or read the vote they may cast into the ballot box. The right of suffrage should be withheld from such as can not give the lowest evidence of school attendance and proficiency.

4. Classification.

To make the school attendance of children in the highest degree serviceable, in the right training of their intellectual and moral nature, they should go through a regular course of instruction, in a succession of classes and schools, arranged according to similarity of age, studies and attainments, under teachers possessing the qualifications best adapted to each grade of school. This subject has been alluded to in connection with the external organization of schools, the construction of school-houses, and the regular attendance of children at school, but its relations to good discipline, and thoroughness and extent of instruction demand a more particular consideration. Its almost universal neglect explains the failure of many schools, even when provided with good school-houses, and, in some respects, well qualified teachers. Its practical recognition would be followed immediately by extensive, thorough and permanent improvement in more than half of the school districts of the state, and have a beneficial influence upon all.

What then was the condition of the public schools in respect to classification in 1844? Out of three hundred and fourteen districts, in which public schools were kept during the year, only fourteen employed more than one teacher. We need but look into any one of the other three hundred districts, to be satisfied that something should be done to reduce the multiplicity and variety of cares and duties which press at one and the same time, and all the time, upon the attention of the teacher, and to introduce more of system and permanency into the arrangement of classes and studies in all the schools. No matter whether the school be large or small, there will be found collected into one apartment, under one teacher, chil-

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(Continued.)

spring from a sense of social, moral and religious obligation, their regeneration involves the harmonious co-operation of earnest philanthropy, missionary enterprise, and sanctified wisdom. The districts of all our large cities where this class of children are found, are the appropriate field of home missions, of unobtrusive personal effort and charity, and of systematized plans of local benevolence, embracing friendly intercourse with parents, an affectionate interest in the young, the gathering of the latter into week-day, infant, and primary schools, and schools where the use of the needle, and other forms of labor appropriate to the sex and age of the pupils can be given, the gathering of both old and young into Sabbath schools, and worshipping assemblies, the circulation of books and tracts, other than of a strictly religious character, the encouragement of cheap, innocent and humanizing games, sports and festivities, the obtaining employment for adults who may need it, and procuring situations as apprentices, clerks, &c. for such young persons as may be qualified by age, capacity and character. By individual efforts and the combined efforts of many, working in these and other ways, from year to year, these moral jungles can be broken up,—these infected districts can be purified,—these waste places of society can be reclaimed, and many abodes of penury, ignorance and vice can be converted by education, economy and industry, into homes of comfort, peace and joy.

When the missionary, philanthropist and teacher have done all this, and more, there will be cases of truancy and vagabondism which can only be reached by the stern summons and the

The work of education going on in such schools, cannot be appropriate and progressive. There cannot be a regular course of discipline and instruction, adapted to the age and proficiency of pupils—a series of processes, each adapted to certain periods in the development of the mind and character, the first intended to be followed by a second, and the second by a third,—the latter always depending on the earlier, and all intended to be conducted on the same general principles, and by methods varying with the work to be done, and the progress already made.

With the older and younger pupils in the same room, there cannot be a system of discipline which shall be equally well adapted to both classes. If it secures the cheerful obedience and subordination of the older, it will press with unwise severity upon the younger pupils. If it be adapted to the physical wants, and peculiar temperaments of the young, it will endanger the good order, and habits of study, of the more advanced pupils, by the frequent change of posture and position, and other indulgences which it permits and requires of the former.

With studies ranging from the alphabet and the simplest rudiments of knowledge, to the higher branches of an English education, a variety of methods of instruction and illustration are called for, which are seldom found together, or in an equal degree, in the same teacher, and which can never be pursued with equal success in the same school-room. The elementary principles of knowledge, to be made intelligible and interesting to the young, must be presented by a large use of the oral and simultaneous methods. The higher branches, especially all mathematical subjects, require patient application and habits of abstraction, on the part of the older pupils, which can with difficulty, if at all, be attained by many pupils, amid a multiplicity of distracting exercises, movements and sounds. The recitations of this class of pupils, to be profitable and satisfactory, must be conducted in a manner which requires time, discussion and explanation, and the undivided attention both of pupils and teacher.

From the number of class and individual recitations, to be attended to during each half day, these exercises are brief, hurried and of little practical value. They consist, for the most part, of senseless repetitions of the words of a book. Instead of being the time and place where the real business of teaching is done, where the ploughshare of interrogation is driven down into the acquirements of each pupil, and his ability to comprehend clearly, remember accurately, discriminate wisely, and reason closely, is cultivated and tested,—where the difficult principles of each lesson are developed and illustrated, and additional information imparted, and the mind of

the teacher brought in direct contact with the mind of each pupil, to arouse, interest and direct its opening powers—instead of all this and more, the brief period passed in recitation, consists, on the part of the teacher, of hearing each individual and class in regular order, and quick succession, repeat words from a book; and on the part of the pupils, of *saying their lessons*, as the operation is significantly described by most teachers, when they summon the class to the stand. In the mean time the order of the school must be maintained, and the general business must be going forward. Little children without any authorized employment for their eyes and hands, and ever active curiosity, must be made to sit still, while every muscle is aching from suppressed activity; pens must be mended, copies set, arithmetical difficulties solved, excuses for tardiness or absence received, questions answered, whisperings allowed or suppressed, and more or less of extempore discipline administered. Were it not a most ruinous waste of precious time,—did it not involve the deadening, crushing, distorting, dwarfing of immortal faculties and noble sensibilities,—were it not an utter perversion of the noble objects for which schools are instituted, it would be difficult to conceive of a more diverting farce than an ordinary session of a large public school, whose chaotic and discordant elements had not been reduced to system by a proper classification. The teacher, at least the conscientious teacher, thinks it any thing but a farce to him. Compelled to hurry from one study to another, the most diverse,—from one class to another, requiring a knowledge of methods altogether distinct,—from one recitation to another, equally brief and unsatisfactory, one requiring a liveliness of manner, which he does not feel and cannot assume, and the other closeness of attention and abstraction of thought, which he cannot give amid the multiplicity and variety of cares,—from one case of discipline to another, pressing on him at the same time,—he goes through the same circuit day after day, with a dizzy brain and aching heart, and brings his school to a close with a feeling, that with all his diligence and fidelity, he has accomplished but little good.

But great as are the evils of a want of proper classification of schools, arising from the causes already specified, these evils are aggravated by the almost universal practice of employing one teacher in summer, and another in winter, and different teachers each successive summer and winter. Whatever progress one teacher may make in bringing order out of the chaotic elements of a large public school, is arrested by the termination of his school term. His experience is not available to his successor, who does not come into the school until after an interval of weeks or months, and in the mean time the

former teacher has left the town or state. The new teacher is a stranger to the children and their parents, is unacquainted with the system pursued by his predecessor, and has himself but little or no experience in the business; in consequence, chaos comes back again, and the confusion is still worse confounded by the introduction of new books, for every teacher prefers to teach from the books in which he studied, or which he has been accustomed to teach, and many teachers cannot teach profitably from any other. Weeks are thus passed, in which the school is going through the process of organization, and the pupils are becoming accustomed to the methods and requirements of a new teacher—some of them are put back, or made to retrace their studies in new books, while others are pushed forward into studies for which they are not prepared; and at the end of three or four months, the school relapses into chaos. There is constant change, but no progress.

This want of system, and this succession of new teachers, goes on from term to term, and year to year—a process which would involve any other interest in speedy and utter ruin, where there was not provision made for fresh material to be experimented upon, and counteracting influences at work to restore, or at least obviate the injury done. What other business of society could, I will not say, prosper, but escape utter wreck, if conducted with such want of system,—with such constant disregard of the fundamental principle of the division of labor, and with a succession of new agents every three months, none of them trained to the details of the business, each new agent acting without any knowledge of the plan of his predecessor, or any well settled plan of his own! The public school is not an anomaly, an exception, among the great interests of society. Its success or failure depends on the existence or absence of certain conditions; and if complete failure does not follow the utter neglect of these conditions, it is because every term brings into the schools a fresh supply of children to be experimented upon, and sweeps away others beyond the reach of bad school instruction and discipline; and because the minds of some of these children, are, for a portion of each day left to the action of their own inherent forces, and the more kindly influences of nature, the family and society.

Among these conditions of success in the operation of a system of public schools, is such a classification of the scholars as shall bring a larger number of similar age and attainments, at all times, and in every stage of their advancement, under teachers of the right qualifications, and enable these teachers to act upon numbers at once, for years in succession, and carry them all forward effectually together, in a regular course of instruction.

The great principle to be regarded in the classification, either of the schools of a town or district, or of scholars in the same school, is equality of attainments, which will generally include those of the same age. Those who have gone over substantially the same ground, or reached or nearly reached the same point of attainment in several studies, should be put together, and constitute, whenever their numbers will authorize it, one school. These again should be arranged in different classes, for it is seldom practicable, even if it were ever desirable, to have but one class in every study in the same grade of school. Even in very large districts, where the scholars are promoted from a school of a lower grade to one of a higher, after being found qualified in certain studies, it is seldom that any considerable number will have reached a common standard of scholarship in all their studies. The same pupil will have made very different progress in different branches. He will stand higher in one and lower in another. By arranging scholars of the same general division in different classes, no pupil need be detained by companions who have made, or can make less progress, or be hurried over lessons and subjects in a superficial manner, to accommodate the more rapid advancement of others. Although equality of attainment, should be regarded as the general principle, some regard should be paid to age, and other circumstances. A large boy of sixteen, from the deficiency of his early education, which may be his misfortune and not his fault, ought not to be put into a school or class of little children, although their attainments may be in advance of his. This step would mortify and discourage him. In such extreme cases, that arrangement will be best which will give the individual the greatest chance of improvement, with the least discomfort to himself, and hindrance to others. Great disparity of age in the same class, or the same school, is unfavorable to uniform and efficient discipline, and the adaptation of methods of teaching, and of motives to application and obedience. Some regard, too, should be had to the preferences of individuals, especially among the older pupils, and their probable destination in life. The mind comes into the requisitions of study more readily, and works with higher results, when led onward by the heart; and the utility of any branch of study, its relations to future success in life, once clearly apprehended, becomes a powerful motive to effort.

Each class in a school should be as large as is consistent with thoroughness and minuteness of individual examination, and practicable, without bringing together individuals of diverse capacity, knowledge and habits of study. A good teacher can teach a class of forty with as much ease as a class of ten, and with far more profit to each individual, than if the same amount

of time was divided up among four classes, each containing one fourth of the whole number. When the class is large, there is a spirit, a glow, a struggle which can never be infused or called forth in a small class. Whatever time is spent upon a few, which could have been as profitably spent on a larger number, is a loss of power and time to the extent of the number who were not thus benefited. The recitations of a large class must be more varied, both as to order, and methods, so as to reach those whose attention would wander if not under the pressure of constant excitement, or might become slothful from inaction or a sense of security. Some studies will admit of a larger number in a class than others.

The number of classes for recitation in the same apartment, by one teacher, should be small. This will facilitate the proper division of labor in instruction, and allow more time for each class. The teacher entrusted with the care of but few studies, and few recitations, can have no excuse but indolence, or the want of capacity, if he does not master these branches thoroughly, and soon acquire the most skilful and varied methods of teaching them. His attention will not be distracted by a multiplicity and variety of cares, pressing upon him at the same time. This principle does not require that every school should be small, but that each teacher should have a small number of studies and classes to superintend.

In a large school, properly classified, a division of labor can be introduced in the department of government, as well as in that of instruction. By assigning the different studies to a sufficient number of assistants, in separate class-rooms, each well qualified to teach the branches assigned, the principal teacher may be selected with special reference to his ability in arranging the studies, and order of exercises of the school, in administering its discipline, in adapting moral instruction to individual scholars, and superintending the operations of each class-room, so as to secure the harmonious action and progress of every department. The talents and tact required for these and similar duties, are more rarely found than the skill and attainments required to teach successfully a particular study. When found, the influence of such a principal, possessing in a high degree, the executive talent spoken of, will be felt through every class, and by every subordinate teacher, giving tone and efficiency to the whole school.

Every class should have its appropriate time for study and recitation, and this distribution of time should not be postponed, abridged or prolonged, except from absolute necessity. This punctuality and precision is agreeable to children,—
way in which justice can be done to each class,

beneficial in its operation on each individual, and the whole school.

The classification of a school, and the character of the recitations of each class, and especially of such recitations as are in the nature of a review of the ground gone over the previous week, month, or term, should be entered in a book, to be preserved from term to term, and year to year. With such a record, there need not be so much time lost in organizing a school, whenever there is a change of teachers, and there never should be for an hour, the perfect chaos into which almost every school is thrown on the opening of a new administration.

To what extent the gradation of schools shall be carried, in any town or district, and to what limit the number of classes in any school can be reduced, will depend on the compactness, number, and other circumstances of the population, in that town or district, and the number and age of the pupils, and the studies and methods of instruction in that school. A regular gradation of schools might embrace Primary, Secondary and High Schools, with Intermediate Schools, or departments, between each grade, and Supplementary Schools, to meet the wants of a class of pupils not provided for in either of the above grades.

1. Primary Schools, as a general rule, should be designed for children between the ages of three and eight years, with a further classification of the very youngest children, when their number will admit of it. These schools can be accommodated, in compact villages, in the same building with the Secondary or High School; but in most large districts, it will be necessary and desirable to locate them in different neighborhoods, to meet the peculiarities of the population, and facilitate the regular attendance of very young children, and relieve the anxiety of parents for their safety on their way to and from school. The school-room should be light, cheerful, and large enough for the evolutions of large classes—furnished with appropriate seats, furniture, apparatus and means of visible illustration, and having a retired, dry and airy play-ground, with a shelter to resort to in inclement weather, and with flower borders, shrubbery and shade trees, which they should be taught to love and respect. The play-ground is as essential as the school-room, for a Primary School, and is indeed the uncovered school-room of physical and moral education, and the place where the manners and personal habits of children can be better trained than elsewhere. With them, the hours of play and study, of confinement and recreation, must be frequently than with older pupils. To teach orderly,—to regulate the hours of play and variety, vivacity, and interest to all of the

exercises, without over-exciting the nervous system, or overtasking any faculty of mind or body,—to train boys and girls to mild dispositions, graceful and respectful manners, and unquestioning obedience,—to cultivate the senses to habits of quick and accurate observation and discrimination,—to prevent the formation of artificial and sing-song tones,—to teach the use of the voice, and of simple, ready and correct language, and to begin in this way, and by appropriate exercises in drawing, calculation, and lessons on the properties and classification of objects, the cultivation of the intellectual faculties,—to do all these things and more, require in the teacher a rare union of qualities, seldom found in one in a hundred of the male sex, and to be looked for with the greatest chance of success among females, "in whose own hearts, love, hope and patience, have first kept school," and whose laps seem always full of the blossoms of knowledge, to be showered on the heads and hearts of infancy and childhood. In the right education of early childhood, must we look for a corrective of the evils of society, in our large cities and manufacturing villages, and for the beginning of a better and higher civilization than has yet blessed our world. The earlier we can establish, in every populous district, primary schools, under female teachers, whose hearts are made strong by deep religious principle,—who have faith in the power of Christian love steadily exerted to fashion anew the bad manners, and soften the harsh and self-willed perverseness of neglected children,—with patience to begin every morning, with but little if any perceptible advance beyond where they began the previous morning,—with prompt and kind sympathies, and ready skill in music, drawing, and oral methods, the better it will be for the cause of education, and for every other good cause. The establishment of Primary Schools in Boston, (Appendix XIV.) in 1818, and the modification which they have received there and elsewhere, from the principles and exercises of the infant school system, is one of the most important improvements of modern education.

2. Secondary Schools should receive scholars at the age of eight years, or about that age, and carry them forward in those branches of instruction which lie at the foundation of all useful attainments in knowledge, and are indispensable to the proper exercise and development of all the faculties of the mind, and to the formation of good intellectual tastes and habits of application. If the primary schools have done their work properly, in forming habits of attention, and teaching practically the first uses of language,—in giving clear ideas of the elementary principles of arithmetic, geography, and the simplest lessons in drawing, the scholars of a well conducted

secondary school, who will attend regularly for eight or ten months in the year, until they are twelve years of age, can acquire as thorough knowledge of reading, arithmetic, penmanship, drawing, geography, history, and the use of the language in composition and speech, as is ever given in common or public schools, as ordinarily conducted, to children at the age of sixteen. For this class of schools, well qualified female teachers, with good health, self-command, and firmness, are as well fitted as male teachers. But if the school is large, both a male and female teacher should be employed, as the influence of both are needed in the training of the moral character and manners. This grade of schools should be furnished with class-rooms for recitations, and if large, with a female assistant for every thirty pupils.

3. High Schools should receive pupils from schools of the grade below, and carry them forward in a more comprehensive course of instruction, embracing a continuation of their former studies, and especially of the English language, and drawing, and a knowledge of algebra, geometry and trigonometry, with their applications, the elements of mechanics and natural philosophy and chemistry, natural history, including natural theology, mental and moral science, political economy, physiology, and the constitution of the United States. These and other studies should form the course of instruction, modified according to the sex, age, and advancement, and to some extent, future destination of the pupils, and the standard fixed by the intelligence and intellectual wants of the district—a course which should give to every young man a thorough English education, preparatory to the pursuits of agriculture, commerce, trade, manufactures, and the mechanical arts, and if desired, for college; and to every young woman, a well disciplined mind, high moral aims, and practical views of her own duties, and those resources of health, thought, manners and conversation, which bless alike the highest and lowest stations in life. All which is now done in private schools of the highest grade, and where the wants of any considerable portion of the community create such private schools, should be provided for in the system of public schools, so that the same advantages, without being abridged or denied to the children of the rich and the educated, should be open at the same time to worthy and talented children of the poorest parent. In some districts a part of the studies of this grade of schools, might be embraced in the Secondary Schools, which would thus take the place of the High School; in others, the High School could be open for only portions of the year; and in others, two departments, or two schools, one for either sex, would be required. However constituted, whether as one de-

partment, or two, as a distinct school, or as part of a secondary school, or an ordinary district school, and for the whole year, or part of the year, something of the kind is required to meet the wants of the whole community, and relieve the public schools from impotency. Unless it can be engrafted upon the public school system, or rather unless it can grow up and out of the system, as a provision made for the educational wants of the whole community, then the system will never gather about it the warmth and sustaining confidence and patronage of all classes, and especially of those who know best the value of a good education, and are willing to spend time and money to secure it for their own children.

4. Intermediate Schools or departments will be needed in large districts, to receive a class of pupils, who are too old to be continued, without wounding their self-esteem, in the school below, or interfering with its methods of discipline and instruction, and are not prepared in attainments, and habits of study, or from irregular attendance, to be arranged in the regular classes of the school above.

Connected with this class of schools there might be opened a school or department, for those who cannot attend school regularly, or for only a short period of the year, or who may wish to attend exclusively to a few studies. There is no place for this class of scholars, in a regularly constituted, permanent school, in a large village.

5. Supplementary Schools, and means of various kinds should be provided in every system of public instruction, for cities and large villages, to supply deficiencies in the education of individuals whose school attendance has been prematurely abridged, or from any cause interfered with, and carry forward as far and as long as practicable into after life, the training and attainments commenced in childhood.

Evening Schools should be opened for apprentices, clerks, and other young persons, who have been hurried into active employment without a suitable elementary education. In these schools, those who have completed the ordinary course of school instruction, could devote themselves to such studies as are directly connected with their several trades or pursuits, while those whose early education was entirely neglected, can supply, to some extent, such deficiencies. It is not beyond the legitimate scope of a system of public instruction, to provide for the education of adults, who, from any cause, were deprived of the advantages of school instruction.

Libraries, and courses of familiar lectures, with practical illustrations, collections in natural history, and the natural sciences, a system of scientific exchanges between schools of

the same, and of different towns, these and other means of extending and improving the ordinary instruction of the school-room and of early life, ought to be provided, not only by individual enterprize and liberality, but by the public, and the authorities entrusted with the care and advancement of popular education.

One or more of that class of educational institutions referred to under the head of school attendance, as "Reform Schools," "Schools of Industry," or "Schools for Juvenile Offenders," should receive such children, as defying the restraining influence of parental authority, and the discipline and regulations of the public schools, or such as are abandoned by orphanage, or worse than orphanage, by parental neglect or example, to idle, vicious and pilfering habits, are found hanging about places of public resort, polluting the atmosphere by their profane and vulgar speech, alluring, to their own bad practices, children of the same, and other conditions of life, and originating or participating in every street brawl and low-bred riot. Such children cannot be safely gathered into the public schools; and if they are, their vagrant habits are chafed by the restraints of school discipline. They soon become irregular, play truant, are punished and expelled, and from that time their course is almost uniformly downward, until on earth there is no lower point to reach.

It is only in large cities that a gradation of schools, as complete as has been sketched above, can be introduced. In the largest class of village districts, three grades of schools will be required. As far as practicable, there should be such an arrangement of the districts and schools of a town, as to admit of the establishment of Primary Schools, under female teachers, wherever forty pupils, under ten years of age, can be collected, and one or more secondary schools, under well qualified male teachers, for scholars over that age. When the sparseness of the population will not admit of even this gradation, the school terms should be so arranged that during the warm months the district school shall receive only the young children, and in the winter months, only the older scholars.

Even if Primary Schools are not conducted always after such methods and by such teachers, as we desire, the separation of the young children, and the elementary processes of instruction, from the older pupils, and higher branches, will be of great benefit to both, and largely diminish the multiplicity and variety of cares and duties which drive one-half, at least, of the young men and young women, who would make our best teachers, in disgust from this sphere of labor.

The following provisions of the new school act were framed with especial reference to the introduction of these and similar

principles of classification, into the organization and arrangements of the schools of a town or district, as far and as fast, as the circumstances of the population, and the state of public opinion would allow.

1. Every town is clothed with all the powers requisite to establish and maintain a sufficient number of schools of different grades, at convenient locations, for the education of all the children residing within their respective limits.

2. Every school district, when properly organized, can accomplish the same object, within their respective limits, by a vote of the majority of the legal voters, with this condition, that the amount of any tax on property, or of any rate of tuition, to be paid by the parents of the scholars, shall be approved by the committee of the town.

3. No village or populous district, in which two or more schools of different grades, for the younger and older children respectively, can be conveniently established, can be divided into two or more independent districts, without the assent of the Commissioner of Public Schools.

4. The trustees of any district may employ, without consulting the inhabitants, an additional teacher for every fifty scholars, in average daily attendance.

5. Any two or more adjoining primary school districts, may establish and support a secondary or grammar school, for the older and more advanced pupils of such districts, for the whole or any portion of the year.

6. The legal voters of any school district may determine the period of the year in which the public school shall be kept, and may define the age and studies of the children, who shall attend at any particular period of the year, provided these regulations are not inconsistent with the regulations of the school committee of the town.

7. The school committee of every town are authorized and directed to prescribe a system of rules, among other objects, for the classification, books and studies of the public schools, and unless these rules are conformed to by the teachers of any school, or the trustees of any district, they cannot draw any portion of the money of the state or town. Appendix, Number xv.

8. The Commissioner of Public Schools, by public addresses, personal communications with school officers and teachers, and by means of Teachers' Institutes, and in other practicable ways, must diffuse information of the most approved methods of arranging the studies, and conducting the discipline and instruction of public schools.

Among the results which may reasonably be anticipated from the establishment of a gradation of schools, in every large district where the number of children will admit of it, the following may be specified.

1. The number of children attending the public schools will be increased from about one-third, or one-half, to at least two-thirds, or three-fourths, of the whole number of the recognized school age. The primary schools alone, if located where young children can conveniently attend, and continue through the year, will increase the attendance at least one-third, beyond the present average, and the number beyond that, will depend on the character of the school, or schools of a higher grade.

2. Private schools of the same relative standing with the public schools will be discontinued, while those of a higher grade, if really called for by the educational wants of the community, will be improved. The best teachers in private schools will find employment equally lucrative and respectable in the public schools.

3. A larger number of female teachers will receive permanent employment, and the demand for male teachers, except of the highest qualifications, will be reduced, while both male and female teachers will receive more adequate compensation for their services. Additional inducement will thus be held out to young men and young women of the right character and qualifications, to become teachers for life, and the expense, loss of time, want of system, and other evils growing out of the constant change of teachers in the same school, will be diminished, if not entirely removed.

4. Every thing which is now done for the education of children in the district schools, will be better done and in a shorter time, under the proposed classification. The younger children will no longer be subjected to the neglect and discomforts which they too frequently receive, and the primary studies will not be crowded one side to make room for the higher branches. On the other hand, the older scholars, having been well taught in the elementary studies, and receiving more of the time of the teacher, and having better facilities for study, will reach the present standard of school attainment at twelve instead of sixteen years of age.

5. The course of instruction will be rapidly extended and improved, so as to be more complete, thorough and practical. Physical education and comfort will be better attended to, by a practical recognition of the great principles of health and the human constitution, in school-rooms, and methods of instruction and discipline adapted to each grade of schools. Intel-

lectual education will be commenced earlier,—prosecuted on a system, and continued to a later period of life, and in every stage, with the advantages of books, methods, and teachers adapted to the age and proficiency of the several schools and classes. Moral education, including all those proprieties of conduct, language, and thought, which indicate a healthy heart; and tend powerfully to nourish and protect the growth of the virtues which they indicate, and which are the ornament and attraction of life, in the highest and the lowest station of society, will receive more attention, and under circumstances more favorable to success. Children will come early, and continue through the most impressible period of their lives, under the more genial influence of female teachers, who care more for this department of education, and possess a peculiar power in awakening the sympathies of the young, and inspiring them with a desire to excel, in these things. Besides, if the plan of gradation is thoroughly carried out, there will be more time to be devoted to special instruction in each department of education, under permanent teachers of the highest qualifications.

6. Promotion from a lower class to a higher, in the same school, and from a school of a lower grade to one of a higher, in the same district, will operate as a powerful and unexceptionable motive to effort, on the part of individual scholars, of the whole school. Where the promotion is from several schools, under different teachers, and different local committees, and is based on the results of an impartial examination, it will form an unobjectionable standard by which the relative standing of the schools can be ascertained, and indicate the studies and departments of education, in which the teachers should devote special attention. With schools classified according to the studies pursued in them, and rising in the scale of compensation paid to teachers, as the character of the instruction rises, the principle of competition will operate favorably by holding out to the faithful teacher below, the certainty of promotion to a more lucrative place.

7. The expenditures for education will be more economically and wisely made. The same amount of money will employ the same number of teachers, a larger number of females, and a smaller number of male teachers, each for a longer time, and the scale of compensation will be graduated more nearly to the value of their services. Even if the sum expended on the public schools is increased, the increase will be less than the corresponding increase of scholars, and the aggregate expenditures for public and private schools together, will be greatly diminished.

8. The privileges of a good school will be brought within the reach of all classes of the community, and will be actually enjoyed by children of the same age, from families of the most diverse circumstances as to wealth, education and occupation. Side by side in the same recitations, heart and hand in the same sports, pressing up together to the same high attainments in knowledge and character, will be found the children of the rich and the poor,—the more and the less favored in outward circumstances, without knowing or caring for the arbitrary distinctions which distract and classify society. With nearly the same opportunities of education in early youth, the prizes of life, its fields of usefulness, and sources of happiness, will be open to all, whether they come from the mansions of elegance and wealth, or the hovel or the garret of poverty.

9. The system of public instruction, improved in the several particulars specified, will begin to occupy the place in the eyes and affections of the community, which it deserves, as the security, ornament and blessing of the present, and the hope of all future generations. The schools will be spoken of, visited, and provided for on a liberal scale. School-houses will be pointed to as creditable monuments of public taste and spirit. Teachers will receive a compensation equal to what is paid the same talent, skill and fidelity employed in other departments of the public service, and will occupy that social position which their character, acquirements and manners may entitle them to. The office of school committee, instead of being shunned, or at best, barely tolerated by those best qualified to discharge its duties, will be accepted as a sacred and honorable trust, by the intelligent, enterprising and influential members of society. Parents of all classes will take an honorable pride in institutions to which, under all circumstances, they can look as the safe and profitable resorts of their children, for as good an education as money can purchase, at home or abroad. The stranger, interested in the moral and social improvement of his race, will not only be invited to visit the busy marts of trade, and the workshops where the wind and the wave have been harnessed to the car of industry, and made to perfect the triumphs of the loom, the spindle, and the hammer,—and to those institutions which a diffusive and noble charity may have provided for the orphan, the poor, the insane, and even the criminal, but to those schools where the mind is educated to discover new modes of applying the labor of the hand, and the gigantic powers of nature to useful purposes, and above all, where happy and radiant children are trained to those physical, intellectual and moral habits, which bless every station, and prevent poverty, vice and crime.

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except the authors and publishers of the books. As soon as a proper examination of some new books can be made, and the school committee of the several towns consulted with, measures will be taken, which it is believed, in the course of one or two years, will bring about a uniformity of books, so far as the same is desirable, without imposing any considerable expense upon parents, from the substitution of new for old books.*

With a few remarks on the condition and improvement of public education, in reference to the three classes into which the population of the State is distributed, and I will bring this Report to a close. First in the order of nature and of political economy, comes the agricultural class.

5. Agricultural Districts.

Although in Rhode Island, it is second in point of numbers to the manufacturing and mechanical interest, yet here as well as elsewhere, the agricultural population will never cease to be of the highest importance to the dignity and strength of the State. It is from the rural districts, that the manufacturing population recruits its waste, and draws the bone and muscle of its laborers, and much of the energy of its directing force. It is from the country, that the city is ever deriving its fresh supply of men of talent and energy, to stand foremost among its mechanics, merchants, and professional men. It is on the country that the other interests of society fall back in critical seasons, and as a forlorn hope in moments of imminent peril. Just in proportion as the means of intellectual and moral improvement abound in the country, and co-operate with the healthy forces of nature and occupation to build up men of strong minds, and pure purposes in strong bodies, do her sons fill the high places of profit, enterprize and influence in the city and the manufacturing village. Whether the country parts of Rhode Island have done as much as they might, or as much as similar portions of the other States of New England have done, in supplying the steady demand there is for educated and professional talent in the community, can be best answered by those who are familiar with her local and individual history.

In respect to education, the country has advantages and disadvantages peculiar to itself. The sparseness of the popula-

* According to the returns received from teachers, (Appendix, Number xiii.) which are not complete, there were in twenty-three towns, one hundred and twenty different kinds of school books, in the following studies, viz:—fifty-three in spelling and reading; nineteen in arithmetic; seven in geography; ten in grammar; two in composition; six in history; four in penmanship and drawing; three in book-keeping; six in algebra; one in surveying; four in astronomy; four in natural history; and four in mental philosophy.

tion forbids the concentration of scholars into large districts, and the consequent gradation of schools which is so desirable, and even essential to thoroughness of school instruction. The limited means and frugal habits of the country preclude the employment of teachers or professional men, of the highest order of talent and attainments, and thus, both the direct and indirect benefits of their educational influences are not felt. The secluded situation and pressing cares of daily life, foster a stagnation of mind, and want of sensibility to the refinements and practical advantages of education.

On the other hand, country life has its advantages. There is the bodily energy and the freshness and force of mind which are consequent upon it. These are secured by the pure air, the rough exposure, the healthy sports and laborious toil of the country. Hence boys bred in the country endure longest the wear and waste of hard study, and the more exciting scenes of life. There is the calmness and seclusion which is favorable to studious habits, and to that reflection which appropriates knowledge into the very substance of the mind. There is freshness of imagination, nurtured by wandering over hill and dale, and looking at all things growing and living, which, unsoiled and untired as yet in its wing, takes long and delighted flights. There is ardor and eagerness after eminence, which gathers strength like a long pent fire, and breaks out with greater energy when it has room to show itself. Above all, there is often, and may be always, a more perfect domestic education, as parents have their children more entirely within their control, and the home is more completely, for the time being, the whole world to the family. Wherever these favorable circumstances are combined with the advantages of good teachers, good books, and the personal influence of educated men, there will boyhood and youth receive its best training for a long life of useful and honorable effort. But in these agencies of education, the country portions of the state are greatly deficient,—relatively more deficient than manufacturing villages. The teachers are almost universally young men, with no education beyond what can be obtained in ordinary district schools, inexperienced in life, and in their own profession, with no expectation of continuing in the same school more than three or four months, or in the business any longer than they can accomplish some temporary object, and without any of that interest and pride in their schools, which springs from local and state attachments. Even when they are well qualified, by knowledge, age and experience, and feel a more than ordinary interest in improving the schools, because they are the schools of their town or state, their connection with them is so transient, and the impediments from poor school-

houses, backward scholars, irregular attendance, diversity of ages, studies and books, want of interest in parents and committees, are so great, they can accomplish but very little good. The deficiencies of the schools are not supplied to any great extent, by school, or town, or circulating libraries, or by courses of popular lectures. In 1844, there were but three libraries, containing twelve hundred volumes, in the agricultural districts of the State. These belonged to proprietors, and were accessible to less than one hundred families. There was not a single lyceum, or course of lectures open to the agricultural population, distinct from those which were established in a few of the manufacturing villages. From the want of such facilities for nurturing the popular mind, and the fact that clergymen and professional men from the city and large villages are seldom called into the country, there is less of that intellectual activity, of that spirit of inquiry, and desire for knowledge, and of that improved tone of conversation which the discussions and addresses of able and distinguished men, in the lecture room and the pulpit are sure to awaken, and which constitute an educating influence of a powerful and extensive character, in large places.

To supply these wants in the agricultural districts, public education in all its bearings, must be continually held up and discussed before the people. The lecturer, the editor, the preacher, educated men in public and private life, should do all in their power to cherish and sustain an interest on this subject. The direct and indirect results of such an education as can be given in good public schools, such as have been sustained in other parts of New England, under circumstances as unfavorable as exist in any portion of this State, upon the pecuniary prosperity of a family of children, should be largely illustrated and insisted on. It should become a familiar truth in every family, that the father who gives his children a good practical education, secures them not only the means of living, but of filling places of honor and trust, in the community, more certainly than if he could leave to each the entire homestead. The young man who has been so well educated in the public schools, with such special training as Teachers' Institutes, and a Normal School supported in part by the State, could impart, that he can step from the plough in the summer, to the school-room as a teacher in the winter, or into any kind of business which requires a thoughtful mind, as well as a strong and a skillful hand, will, before he is thirty years of age, be in the receipt of an income greater than any farmer in one hundred can realize out of the best farm, if owned in fee simple, with his own labor bestowed upon it. But to give such an education, the country district schools must be improved. Better school-houses must be provided. Accomplished female

teachers must be employed for the young children, whose services can be of no use on the farm, or at home, during all the warm season of the year. In the winter the older children must come together from a wider circuit of territory, and pursue the more advanced studies by themselves, so that they can acquire habits of intense application, and receive the undivided attention of a well qualified teacher. If their early culture has been properly attended to, in the primary summer schools, so as to have had imparted to them the desire and ability to know more, they will, later in life, come into the winter schools with their hands hardened with honorable toil, their cheeks brown from exposure to the healthful influence of sun and air, their muscles and frame capable of long and patient endurance, and their minds prepared to grapple with the difficulties of knowledge, and gather in the richest harvests. The best minds of New England have been thus nurtured and trained. The most honored names in her present and past history belong to men who have gone alternately from the field in summer, to the school in winter, and later in life, from the plough to the college, or the merchant's desk, or the post of superintendent or master workman in the mill, or the workshop.

The course of instruction in the country schools should be modified. It should deal less with books and more with real objects in nature around,—more with facts and principles which can be illustrated by reference to the actual business of life. The elementary principles of botany, mineralogy, geology, and chemistry, and their connection with practical agriculture, should be taught. A love for nature, to the enjoyment of which all are alike born, without distinction,—an appreciation of the beauty which will be every day above and around them, and a thoughtful observance and consideration of the laws of an incessantly working creation, in co-operation with which they must work, if as farmers they are to work successfully, ought to be cultivated in every child, and especially in every one whose lot is likely to be cast in the country. All these things can be done, without crowding out any thing really valuable, now taught in public schools,—provided the ample school attendance of children can be secured, and teachers of the right qualifications employed. Such teachers need not be expensive. The country towns ought to be able to supply the regular demand of their own schools, for this class of teachers. But whatever else may be taught, or omitted, the ability, and the taste for reading, should be communicated in the school, and the means of continuing the habit at home, through the long winter evenings, by convenient access to district or town school libraries, should be furnished. The desire to read can be fostered, and turned into useful channels, by occasional lectures of a practical kind, and especially on subjects which will admit of visible illustration, and experiments. For

this purpose, I hope to be able to establish one public library, and to arrange one course of lectures, to be delivered in at least one place, in every town in the State, where a lyceum or a similar course is not already established.

By suitable efforts on the part of public spirited and influential men, the interest which has already manifested itself in the country towns, can be increased, and the improvements already commenced in school-houses, school attendance, and teachers, can be continued, until there shall not be a rural district which is not animated with true intellectual and moral life.

6. Manufacturing Districts.

This State presents the remarkable fact in the distribution of its population among the different departments of labor, that the portion engaged in manufactures and trades, far exceeds that devoted to agricultural pursuits. This population, from its necessary concentration into villages, can receive every advantage arising from the gradation of schools, and the division of labor in instruction. The smaller children can be gathered into infant and primary schools, through the year, in which all the exercises shall be adapted to their unripe faculties, and the entire attention of the teacher can be devoted to their physical comfort,—their manners as well as their intellectual improvement. The older scholars can be assembled for certain portions of the year at least, in large classes, and thus stimulate each other to vigorous effort, and receive the undivided attention of teachers, of the highest order of qualifications. Lyceums and libraries can be readily supported, to quicken the mind, improve the tone and topics of conversation, preserve from hurtful amusements, and gross indulgences, bless the fire-side, and give dignity and increased value to mere muscular labor.

There is a quickness of intelligence, an aptitude for excitement, an absence of bigoted prejudice for what is old, and a generous liberality in expenditures among a manufacturing population, all of which are favorable to educational improvement. The mind is stimulated by being associated with other minds. It becomes familiar with great operations. It is tasked often to inventive efforts in devising and improving machinery. It is surrounded every moment with striking illustrations of the triumphs of mind over matter. Every thing with which it has to do is an eloquent witness to the value of education, to its splendid pecuniary results, as well as to its power to make material instruments to bend to its will, and to become gigantic forces for good to mankind.

These facilities for mental improvement, both among the young and the adult population, in a manufacturing village, may become causes of moral degeneracy, and are often accompanied by circumstances which operate with fearful energy to corrupt

and destroy. The mind is stimulated to an unnatural activity. The passions crave excessive and dangerous excitements. The moral principles are hindered from a strong and full development, or are broken down by a sudden onset of temptation. The young are crowded together in the family, the school, the mill, and the streets, and too often become the means of mutual corruption. Their many hours of labor, and long confinement in the close atmosphere of the factory, away from the varied sights of nature, during the week, waste away their physical energy, and is made the excuse for spending so much of the evenings as are at their disposal, in artificial excitements, and their Sabbaths in the fields, or in carriage excursions. The charm, seclusion, and refinement of a pleasant home, are often denied them in their hours of rest and relaxation. Their dwellings are crowded together, with apartments few and small, too often badly lighted, and badly ventilated, comfortless within, and looking out upon a street without a tree, or upon grounds devoid of the cheerful green, which nature is so eager every where to throw about her as her graceful drapery. Their homes have seldom any yards enclosed, to repel the rudeness of the passer by, or to invite the healthy and humanizing cultivation of flowers, shrubbery, and vegetables. Females are prevented by their early occupation in the mills, from learning needle work, and from acquiring those habits of forethought, neatness and order, without which, they cannot, when they grow up to womanhood, and have the charge of families of their own, make their own homes the abodes of economy, thrift and comfort. Many of the young people engaged in the mills, are living away from their family homes, and do not feel the restraints from vicious courses which a respect for the good opinion of relatives and friends exerts. Facilities for corruption and vice abound, and the swiftness with which such corruption of principle and character ripens to ruin, is fearfully rapid. The admixture of people from different nations, and the constantly fluctuating state of society, are additional causes of evil, and impediments to any regular plan of improvement. To these various causes of deterioration, to which a manufacturing population are exposed, it must also be added, that the facilities for a proper classification of the schools, and the establishment of permanent schools, at least for the young children, are not improved,—that in all but five of the factory villages in the State, there is but one public school for children of all ages, in every stage of proficiency, and in irregular attendance, and that this school is open as a public school only so long as the school money will employ the teacher, and this period on an average is less than four months in the year,—and that in but three is there a lyceum, or provision for a regular course of lectures in the

winter. In most of these villages there are Sabbath schools, and to some extent, provision of some kind is made for other religious instruction.

That the manufacturing population are so pure, refined, and educated as they unquestionably are, considering the many unfavorable circumstances of their position, and the causes which are constantly at work to deteriorate and corrupt, is owing to the fact, that the original population of these villages came from the country, and that a large portion of the yearly increase is drawn from this source of supply, bringing with them the fixed habits, the strong family attachments, and elevated domestic education, which have ever characterized the country homes of New England. The first generation of this population has passed, or is passing away. What is to be the character of the second and the third?—not trained to the same extent, and soon not trained to any appreciable extent, in the country, but in the crowded village, and under all these exciting influences? It is for the friends of education to decide,—to decide speedily, and act with energy; and to bring out all the capacities and influences for good which exist in their midst, just in proportion as those influences for evil gather and increase. Let this be done, and these villages may become not only the workshops of America, and the prolific sources of wealth and physical comfort to Rhode Island, but radiant points of intellectual and moral light,—the ornament, strength and glory of the State.

1. Convenient and attractive school edifices should be erected. This is already done to a considerable extent. But there are more than fifty manufacturing districts, where there are either no buildings appropriated exclusively to the schools, or else these buildings are not sufficiently large and convenient for the number of pupils who do attend, much less for the number which should attend, for portions of the year at least.

School-houses in manufacturing districts should be provided with halls for popular lectures, and rooms for a library, collections in natural history, evening classes, reading circles, and even gatherings for conversation, unless these objects are provided for in a separate building.

2. The schools should be kept open during the year, and at least two grades of schools should be established. Special attention should be given to the primary schools. It is here that the great strength of educational influence for such a population can be bestowed with the best hope of success. It is here that children can be taken early, and when children are precocious, they must be taken at the earliest opportunity, if the seeds of good are to be planted before the seeds of evil begin to germinate. Here the defects of their domestic and social

proportion of books of science and useful knowledge, of voyages, travels, and biography, and a good supply of judiciously chosen works of fiction. It has been a great mistake heretofore, in selecting books for public libraries, as well as in providing courses of lectures, intended mainly for the poorer and working classes, to suppose that scientific and purely useful knowledge should be almost the exclusive objects of attention. The taste for reading and lectures of this character, must first be created, and the ability to follow a continuous train of thought, whether printed or spoken, must be imparted by a previous discipline. This taste and ability are too often wanting. The books and lectures, therefore, should be very interesting, and calculated to create a taste for further reading and inquiry.

6. Courses of lectures should be provided,—partly of a scientific, and partly of a miscellaneous character, and each calculated to give the largest amount of sound instruction, to awaken the highest degree of healthy intellectual activity, and impart the fullest measure of innocent and rational amusement. The object of these lectures—if they are to be extensively useful, and permanently supported, must not be simply or mainly intellectual improvement, but to present that which can occupy the thoughts innocently, when they crave to be occupied with something;—to engage the affections, which absolutely refuse to be left void;—to supply resources of recreation after a long day's toil, of such variety as shall meet the wants of different tastes and capacities,—of tastes and capacities as yet but little cultivated and developed, but which may be gradually led into higher and higher regions of thought and attainment. Such lectures will shed an influence of the most lasting and salutary character throughout the various occupations and conditions of a manufacturing population. Parents will mark the awakened curiosity of the young; employers will see higher intellectual and moral aims in the actions and language of men in their employ; those who have had the advantage of a systematic education, will here have an opportunity to continue their mental discipline and attainments; those whose opportunities were more restricted, will find in these lectures the promptings and instruments of self-culture; conversation on topics of broad and abiding interest will take the place of idle gossip, political wrangling, and personal abuse; the longings for artificial excitements furnished at the dens of iniquity, which abound in all large villages, will be expelled by the many wholesome fountains of thought and feeling wh[illegible] be opened in the contemplation of God's works, and t[illegible] sal of good books, to which many will, in the lectu[illegible] led; and, what will penetrate to the very w[illegible] the best influences which society can feel, hig[illegible]

with which a cultivated taste, and high artistic skill enters, the taste where it exists must be early developed by appropriate exercises in the public school, and opportunities for higher attainments be offered in a "school of the arts."

In the higher departments, or schools, there should be exercises in the mathematical studies, calculated to familiarize the scholar with the principles of many of the daily operations in the mills and workshops, and thus lay the foundation for greater practical skill, and for new inventions or new combinations and application of existing discoveries.

To supply obvious deficiencies in the domestic education of girls, plain needle work should be taught in the primary schools, as is now done in all the schools of this grade in the city of New York; and in the higher departments, some instruction should be given in physiology.

4. Teachers should be selected in reference, not only to the ordinary duties required of all teachers in the school-room, but for their ability to exert a social influence of the right character. They should have the faculty of adapting themselves to the society of the young, to draw them into evening classes for instruction, and social circles for refined and innocent amusements; and to create a taste for books, and to direct their reading. They should be able to give familiar lectures on chemistry and mechanical philosophy, and illustrate the scientific principles which govern all the forces of wave and steam, at work in the mills. They should take a decided interest in every thing that relates to the moral and intellectual improvement of the people. They should be capable of so directing the course of instruction in the school, and their exertions and influences on the young and the old, out of the school, as that all may become useful and contented in whatever sphere of employment they may be called to fill.

5. A library of good books, selected in reference to the intellectual wants of the old and the young, should be provided in every village. To create a taste for reading should be a leading object in the labors of teachers and lecturers. All that the school, even the best, where so much is to be done in the way of disciplining the faculties,—all that the ablest lecture, when accompanied by illustrations and experiments, can do, towards unfolding the many branches of knowledge, and filling the mind with various information, is but little, compared with the thoughtful perusal of good books, from evening to evening, extending through a series of years. These are the great instruments of self-culture, when their truths are inwrought by reflection into the very structure of the mind, and made to shed light on the daily labors of the workshop. There should be a due

of earthly happiness, and of a pleasant and profitable social intercourse should be brought within reach of all, by giving to all through good public schools, and other means of public education, good manners, intelligent and inquiring minds, refined tastes, and the desire and ability to be brought into communion with those who possess these qualities, and at the same time partake of the rich heritage of noble thoughts which the great authors of our own and other times, and of our own and other countries have bequeathed without restriction, to the whole human family.

It should be every where proclaimed, and inwrought into every plan for improving the condition of society, especially in manufacturing villages and large towns, that good public schools and religious institutions, important and essential as they unquestionably are, do not take the precedence of all other means, or exclude the adoption of others supplementary to them. Whatever can be devised to improve the physical condition of the poor,—to make the home of the operatives more comfortable and attractive,—to secure to its inmates more delight at their own family board and firesides,—to elevate the manners, and refine the intercourse of the lodgers at the boarding-houses,—to cultivate household virtues and habits of saving,—to make the lyceum, the reading-room, the lecture, the evening class, attractive and profitable,—to awaken and cultivate a perception of whatever is beautiful and good in nature, art, or human manners and character,—to encourage cheap, innocent and daily amusements, and discourage those which are expensive, rude and sensual, and to elevate the tone of social intercourse,—all these things will do good and tend to educate the whole community, and improve the condition of the manufacturing population. Let not the Christian, intent on the reformation of the soul, and its fitness for another state, forget that the soul is tied to the body, and that through the body, and in these various ways it can be acted on for its good. Let him not be unmindful, that it is practical Christianity acting itself out in these various forms, and filling up every opening where good can be done, which commends itself to the consciences of all men, as like its master, "going about doing good." Let the lover of his kind remember that the social atmosphere of one of these villages may be instinct with moral health, or may be laden with a miasma deadly to the character and the soul.

The condition and improvement of her manufacturing population, in connection with the education of the whole people, is at this time the great problem for New England, and especially for Rhode Island, to work out. Here are concentrated the elements of corruption, of upbreak, and overthrow, to all, that, in her past history, she has held most precious. Here are the capacities for social, moral and intellectual improvement, and

the productive forces for the creation of wealth, and material prosperity, which shall spread along every valley, beautiful and prosperous villages, and through all her borders, a contented, moral and intellectual people. Regarding only its pecuniary return, the moral and intellectual advancement of her manufacturing population, is a matter of commanding interest. It is the mind and character, the regular habits, the inventive resources, the ready power to adopt better means to accomplish the same end, the facility of turning from one kind of work to another when the fluctuations of business require it, the quickness to understand and execute the directions given without constant supervision, the economy in the use, and in preventing the waste, of materials,—it is the almost universal possession of these qualities by the American laborer, who has received a good New England family and school education, which enables him to compete so successfully with the muscles of the foreign laborer, who works at a lower compensation, but with less productive power.

7. Cities and large towns.

Of public schools, and other means of popular education in cities and large towns, it matters not what may be their municipal designation, where the populaiton is largely concentrated, and the occupations of society are greatly diversified, little need be said which has not been anticipated. Much that has been presented in reference to the facilities of improvement, and causes of deterioration in a manufacturing population, is applicable to cities. Most of these facilities and causes, both of corruption and improvement, exist, and are at work in the city with greater power and intensity. Here the wealth, enterprize and professional talent of the State are concentrated; here schools, libraries and literary associations abound; here are institutions of charity, and means of religious instruction. But here too are poverty, ignorance, profligacy, and irreligion, and a classification of society as broad and deep as ever divided the plebeian and patrician of ancient Rome. Here education, philanthropy, patriotism and Christianity have a great work to do, if these harsh and discordant elements are to be harmonized, and the large towns are to become not only the great centres of arts, trade and commerce, but the prolific fountains of intellectual and moral improvement to the whole State.

The City of Providence has already gained to itself an extended reputation, and made itself a bright example to many other cities. Whatever remains to perfect its system of public schools, to increase and improve its primary schools, and to provide evening classes for such as cannot attend the day school; to make its libraries and literary associations easily accessible to larger numbers; to meet the physical, intellectual and religious wants of the population in particular districts; to provide

reform schools, and industrial schools, for children who are already given to idle, truant and pilfering habits; and to bind together the various occupations and conditions of life in the bonds of a common citizenship, and of christian brotherhood,—these things, and more, will be done, as experience shall make its suggestions, and practical wisdom shall devise the best ways of accomplishing them. Bristol, Warren and Newport will not be behindhand in originating and carrying forward plans of social and educational improvements for their own population.

When city and country, the large and the small towns, the agricultural and manufacturing sections, are all engaged in the work of educating the whole people, Rhode Island will occupy a place among the States, which neither her past history, or her present enterprise even, can secure. To Rhode Island belongs the great and peculiar glory, that on her soil, since Roger Williams made his first lodgment upon it, the mind and the soul of man were free. She guards this fact as her peculiar glory and her choice treasure. Her enterprise has, from the first, made the State known throughout the world. Her commerce has extended to every nation. Her brave soldiers and seamen have gathered for her trophies on the land and on the sea. The names of her great captains are written upon the rolls of their country's fame. In the peaceful fields of industry, the skill and enterprise of her merchants and manufacturers have won for her the highest material prosperity. Let her now make the mind and soul of every one of her people truly free, by giving to each "the freedom to be good",—that inward freedom which comes from the disciplined and furnished intellect, and from chastened and regulated affections. Let the same spirit, which has won such triumphs on the battle field, on the deep sea, in the marts of commerce, and amid the resounding hum of adventurous industry, be directed to the highest of all concerns, the improvement of the men, that, in her case, do with an emphasis "constitute the State," and her future destiny will be one of the highest glory.

HENRY BARNARD,
Commissioner of Public Schools.

PROVIDENCE, *November* 1, 1845.

DOCUMENTS

REFERRED TO IN THE PRECEDING REPORT.

APPENDIX. NUMBER I.

CIRCULAR TO TEACHERS.

The teacher of the Public School of this District is respectfully requested to answer the following questions as fully and completely as he can, from his own knowledge or the information of the School Committee.

Wherever a precise answer cannot be given, the nearest practicable approximation should be stated with the expression, *estimated* or *about*.

The teacher is further requested to communicate his views at any time on any subject connected with the condition and improvement of the school in this District, or the Public Schools of the State generally.

HENRY BARNARD, *Agent for Public Schools.*

Providence, January, 1844.

I. DISTRICT.

What is the name or number of the District? What is its territorial extent? How many families reside in it? What is the prevailing occupation of the inhabitants? What is the valuation, or taxable property of the district? How many children are there over four and under sixteen years of age? How much money does the District receive from the Town Treasury? Has it a local fund—if so, what is the capital, how invested, and what is the annual income thereof? How much money is set apart for the winter school? How much is set apart for the summer school? How much money is raised by a tax on the scholar?

II. SCHOOL-HOUSE.

Is the school kept in a school-house? Does the District own the school-house? When was it built, of what materials, and at what cost? Is it in good, ordinary or bad repair? Is the location elevated, dry, and pleasant? Does it stand in or on the highway, or has it a play-ground? What are the dimensions of the house? Is there a wood-shed and other out-buildings? Is there a separate entry for the boys, and for the girls, with shelves for hats, cloaks, &c.?

III. SCHOOL-ROOM AND FURNITURE.

What is the height, length and breadth of the school-room? Is there an opening in the ceiling above, or any other means for ventilation? Is the room well lighted? Are the windows furnished with curtains or blinds? Is the room warmed by coal or wood, in fireplace or stove? Is fuel of the right quality and in good condition furnished? What is the arrangement of the desks and seats? Are seats provided with backs, and in all respects comfortable? What are the accommodations for small children? How high are the seats from the floor for the oldest scholars? How high for the youngest? Has the teacher an elevated platform and desk? Is there a separate room for recitation? Is there a black-board? and if so, how large? Is there a globe, or other apparatus?

IV. TEACHER.

What is the name and age of the teacher? Does the teacher reside in the District or Town? How long has the teacher taught this school before? How long has the teacher followed the business of teaching? For how long time is the teacher engaged? What is the compensation per month? Has the teacher a fixed place to board, or does he board round? Was the teacher examined and found qualified by the appointed Committee before opening the school? Will the teacher continue to teach in this District or Town in a private school, after the close of the public school?

V. ATTENDANCE.

What is the whole number attending schools this winter? How many boys under four years of age? How many girls? How many boys over four and under ten? How many girls? How many boys over ten and under sixteen? How many girls? How many boys over sixteen? How many girls? What is the average daily attendance? How many attended a public school last summer? How many attended school of any kind for six months? How many for four months? How many for two months?

VI. STUDIES—BOOKS—CLASSES.

How many attend only to Spelling? How many attend to Spelling and into how many classes are they divided? How many attend to Reading and into how many classes are they divided? How many attend to Arithmetic and into how many classes are they divided? How many attend to Geography and into how many classes are they divided? How many attend to Grammar and into how many classes are they divided? How many attend to History and into how many classes are they divided? How many attend to other studies and into how many classes are they divided? What is the name and number of each book used in Spelling? What is the name and number of each book used in Reading? What is the name and number of each book used in Arithmetic? What is the name and number of each book used in Grammar? What is the name and number of each book used in Geography? What is the name and number of each book used in History? What is the name and number of each book used in other studies? Are there any scholars unsupplied with the necessary books? How many distinct recitations are there in the morning? How many in the afternoon? What is the order of recitations in the morning? What in the afternoon?

VII. LENGTH OF SCHOOL, &C.

How long will this school be kept as a public school? Will this school be kept by the same teacher as a private school, after it closes as a public school? How many parents have visited this school this winter? How many of the school committee have visited it? Is there much interest felt by the community generally in the public schools?

VIII. PRIVATE SCHOOL, &C.

Is there a private school now open in the District? Is it under a male or female teacher? What is the average number of scholars attending? What is the rate of tuition per week or month? How many children of this District are now attending school in other districts or towns? How many children of the proper school age are in no school public or private? Is there a social Library in this District, and if so, of how many volumes? Is there a Lyceum, or Debating Society, and if so, how many members are there?

IX. SUMMER SCHOOL, 1843.

Was there a public school kept in this District last summer by a male or female teacher? What was the length of the school? What was the tuition per week, month, or quarter? How many scholars attended?

X. SUGGESTIONS.

Under this head the teacher is requested to suggest any plan of improvement.

CIRCULAR,

Addressed to School Committees and other Friends of Education.

DEAR SIR: You will lay me under personal obligations, as well as render me essential service in the discharge of my official duties, if you will communicate to me your views respecting the present condition of the public schools of your town, or of the State generally, together with plans and suggestion for their improvement in all, or any of the following particulars.

I. PARENTAL OR PUBLIC INTEREST.

Under this head you are requested to state what proportion of the inhabitants of the town take an active interest in establishing the public schools; the amount of money raised by tax, or otherwise, to support the schools, in addition to the money received from the State; the considerations which seem to govern in the selection of teachers, and in determining the length of the school; the amount of parental visitation to the school while in session, and any other facts which will indicate the state of public or parental interest in the welfare of common schools.

II. DISTRICTS.

Under this head you are requested to notice any inequality between different districts, in the means of education arising out of the diversity of school districts in respect to territory, population, pecuniary ability, or other causes, and how far the present mode of supporting schools can be modified so as to give to the children of each district an equal opportunity to obtain a good English education.

III. SCHOOL-HOUSES.

Any facts as to the location, construction, size, internal arrangement, light, ventilation, warmth, seats and desks of the district school-houses, which will show their influence in those, or other particulars on the health, comfort and successful study of the scholars, are requested. The consequences of not having appropriate out-buildings, and play ground for both sexes, on the morals, manners and health of the children, should not be omitted.

IV. ATTENDANCE AND NON-ATTENDANCE.

Under this head, you are requested to state how large a proportion of the children of your town attend the public schools, and the reasons and causes which operate to keep any class of children from them; also, to suggest any plan for securing the regular and punctual attendance at school of those who belong to it.

V. EXAMINATION OF TEACHERS AND VISITATION OF SCHOOLS.

Under this head you are requested to state any defect in the law or its administration, as to the mode of ascertaining the qualification of teachers, and to propose any alterations which will give greater efficiency to this important part of a school system, such as a single officer to a town, or a county, or state board.

VI. TEACHERS.

Under this head, you are requested to state your views, as to the moral and intellectual qualifications, age, experience in teaching, compensation and success of the teachers who have been heretofore employed in the public schools; also, the evils, if any, of changing teachers every season, and the practicability and advantages of employing female teachers more generally. Under this head, please to state your views on the policy or necessity of institutions, where young men and young women can have an opportunity to review and extend the studies of the common schools, and become practically acquainted with the best methods of school government and instruction, before being employed as teachers; also, on the importance of forming associations of teachers in all the different towns, or of incorporating a Teachers' Institute, embracing all the teachers of the State, and giving it the power of giving certificates of qualification to such as shall be found qualified to teach.

VII. STUDIES.

If undue importance is given to any study, or defective methods of teaching it are pursued, or any important study is neglected, you are requested to notice it.

VIII. BOOKS.

After specifying the number of different books used in the several studies taught in the public schools, you are requested to point out the evils and expense attending the multiplicity and constant change of books in the same school or town, and to propose a remedy. And whether the selection of books had better be left to a town, county or state committee.

IX. SCHOOL APPARATUS.

You are requested to mention how generally a black-board is furnished, and how far it is used by the teacher, when supplied by the district; also the advantages, if any, which would result from furnishing the schools with maps, globes and other apparatus, and especially the young children with a slate and pencil.

X. GRADATION OF SCHOOLS.

You are particularly requested to consider the practicability of reducing the number of classes, arising out of the variety of ages, studies and books, of preventing the too common neglect of the primary branches and the younger children, and of securing greater permanency in the employment of teachers, by placing the younger children and the primary studies by themselves under female teachers, and the older children under male teachers qualified to teach the more advanced studies, and how far this can be done in your town. 1. By supplying two teachers in the populous districts. 2. By employing some of the more advanced scholars to hear the recitation of the younger. 3. By bringing the older scholars of two or more adjoining districts to some central point under a male teacher, and leaving the younger children in their several districts under female teachers. 4. By a town school or schools for the older children of the town, for a part or the whole of the year.

XI. LENGTH OF SCHOOLS.

Under this head you are requested to state how long a majority of the children of the school age attend a school during the year, and what can be done to prolong the public schools at least eight months.

XII. PRIVATE SCHOOLS.

Please to state to what extent private schools now supply the means of education, and their influence on the public schools.

XIII. ALTERATIONS OF THE SCHOOL LAWS.

Under this head you are requested to propose any specific alterations in the organization or administration of the laws relating to public schools in the following or any other particulars.

1. The powers and duties of towns.
2. The formation, powers and duties of School Districts.
3. The school committee of the town—the number, duties and compensation.
4. The district committee, how appointed, duties, &c.
5. School houses, location, building and furnishing.
6. Teachers—qualification, and examination.
7. Length of school—how long the district should keep a public school open in winter and in summer.
8. The attendance of children under sixteen years of age, and especially of those engaged in factories.
9. Distribution of the public money—on what principle, and conditions.
10. State superintendence—how far, and in what way it can be best extended.

You are further requested to invite teachers and others practically acquainted with the subject, or interested in the more extended usefulness of the common schools, to communicate their views to me at any time. It is my wish to base the report, which I am expected to make to the Legislature, not only on my own observations, but the suggestions and plans of the wise and experienced in every part of the State.

I am, very respectfully,
Your obedient servant,
HENRY BARNARD,
State Agent of Public Schools.

Providence, January, 1844.

TOPICS OF LECTURES ON EDUCATION.

The advantages, individual, social and civil, of the more complete and practical education of every child in the state, and the necessary connection of ignorance or misdirected education with insanity, pauperism, vice and crime.

The peculiar advantages enjoyed by Rhode Island for an efficient and complete system of public instruction.

Prevailing defects in the public schools, and desirable improvements which can be made in their management, and instruction under the school laws as they now are.

Modifications in the organization, and administration of any general system of school laws to adapt it to the peculiar circumstances of a compact or sparse, a commercial, manufacturing or agricultural population.

The best modes of securing the regular and punctual attendance at school, of all the children of a district or town, and of enlisting the more active co-operation of parents in this and other objects connected with their education.

The evils resulting from the location, construction and internal arrangements of school-houses as they now are, and the best plans for improving them and for building new.

The disadvantages of small or poor districts, and the best way of assisting them so as to equalize the opportunities of common education in the same town.

The too prevalent and ruinous neglect of the primary branches, and of the younger children, and the importance of furnishing the latter, in every instance, with a slate and pencil to use in drawing or writing, or in any innocent way to amuse and improve themselves when not otherwise employed.

The importance of summer schools—or of primary schools to be kept through the warm months for young children exclusively.

The prevailing errors in the classification of common schools, and the methods of teaching spelling, reading, penmanship, arithmetic, grammar, geography and composition, with the remedies for the same.

The moral and practical uses of music and drawing, as branches of education in every grade of schools.

The evils of a great diversity and inadequate supply of books in the same branches of study.

The evils of a constant change of teachers from male to female, and the importance of giving permanent employment to well qualified teachers of both sexes in the same school.

The various useful applications of the black board, slate, outline maps, and other cheap and simple apparatus, and the importance of resorting more to visible illustrations in instruction.

Plans for an interchange of specimens of penmanship, maps and other drawings, and of mineralogical, geological, and botanical collections between schools of the same, and of other towns.

The establishment of district libraries, or of a town library, divided up into as many cases as there are districts or neighborhoods, to be passed in succession through each, for the older children of the schools, and the adults generally of the district or town.

The purchase of periodicals and books on education, and especially on the theory and practice of teaching, for teachers.

The necessity of providing in every system of public schools, for the professional education of teachers by the establishment of Teacher's Classes, and Normal Schools.

The formation of associations of teachers for mutual improvement, and the visitation of each other's schools, accompanied by a few of their best scholars.

The importance of parents visiting the schools, and the practicability of organizing an association of the mothers of a district or town, for this and other objects connected with the common school.

Instruction on real objects, and occasional excursions of a school with the teacher, to examine interesting objects in the neighborhood, such as a factory, an ingenious work of art, scenery, historical monuments, &c.

The assembling of all the children with their teachers and parents, once a year or oftener, for an examination, exhibition, or at least appropriate addresses and other exercises.

ASSOCIATIONS FOR THE IMPROVEMENT OF PUBLIC SCHOOLS.

WASHINGTON COUNTY ASSOCIATION.

Washington County, under the lead of several of her most intelligent and public spirited citizens, was the first to move in the form of associated action on the subject. The following circular gives an account of the organization and early movements of the Association.

CIRCULAR.

To the Friends of Public Schools in Washington County.

A meeting of the friends of Public Schools in Washington County, was held on the 7th of September, at the Court House in Kingston, in pursuance of previous notice, of which Wilkins Updike was made Chairman, and Sylvester G. Sherman, Secretary.

After a brief explanation from Mr. Barnard, of the present state of public schools in the county, and of the necessity of awakening a more earnest, enlightened and permanent public interest in their behalf, a Committee consisting of Elisha R. Potter, Thomas Vernon, Daniel Avery, John D. Williams, and Henry Barnard, were appointed to prepare a plan of an associated effort, in which parents, teachers, school committees, and the friends of education generally, in the several towns of the county, might co-operate in the work of making the public schools immediately and permanently better. On the recommendation of this committee, the following Constitution was adopted by the meeting:

Article 1. This Association shall be styled the "Washington County Association for the Improvement of Public Schools."

Art. 2. The objects of this Association shall be to awaken a more general and permanent interest in Public Schools and to diffuse information respecting them and popular education generally, by means of public lectures and discussions, and the circulation of books, periodicals, and documents on the subject.

Art. 3. The officers of this Association shall be a President, seven Vice Presidents, (one for each town in the county,) and a Secretary, who shall hold their respective offices till the next Annual Meeting succeeding the time of their appointment, or until their successors shall be appointed.

Art. 4. The Annual Meeting shall be held in the month of August of each year, at Kingston, on such day as shall be designated by the officers of the Association.

Art. 5. Any inhabitant of the county may become a member by subscribing this Constitution and paying to the Treasurer the sum of fifty cents.

Art. 6. This Constitution may be amended by a majority of the members present at any Annual Meeting.

The choice of officers provided for in the above Constitution was postponed to an adjourned meeting, to be held in the Court House in Kingston, *at 6 o'clock of the evening of Wednesday, the 6th of November*, and in the mean time, the undersigned were constituted a committee to call the attention of the friends of public schools to the subject, and to make arrangements for holding a series of public meetings in each town in the county, where addresses on the various topics connected with the present condition and improvement of the schools may be delivered.

In pursuance of the objects of their appointment, the committee have the pleasure to announce to the friends of improvement in our public schools, that they have already made such arrangements that they are able to promise one or more addresses on topics connected with our schools and school system, at the places named below, or at such other places as the friends of education in the several towns may prefer, and make arrangements for, in the course of this or the following month.

South Kingstown—Kingston Hill, Peacedale, Mumford's Mills, Tower Hill, District No. 8, Point Judith, Moresfield, Perryville.

North Kingstown—Wickford, Davis' School-house, Allen's Corners.

Exeter—Hall's School-house, Four Corners, Reynold's Factory, Meeting-house Hill.

Richmond—Brands' Iron Works, Carolina Mills, Knowles' Mills.

Hopkinton—City, Seventh Day Meeting-house.

Westerly—Bridge, Lottery.

Charlestown—Cross Mills, Baptist Meeting-house, School-house near Joshua Card's.

Persons interested in the objects of the proposed meetings in any of the towns in the county, are respectfully requested to confer personally or by writing with Elisha R. Potter or Wilkins Updike, Kingston, as to the time and place which may be most convenient.

The committee are also happy to say, that one hundred copies of a very valuable work, entitled the *School and the Schoolmaster*, and one hundred copies each of the *Massachusetts Common School Journal*, and of the *New York District School Journal*, for the current year, the former commencing in January last, and the latter in April last, have been placed at their disposal by the State Agent of Public Schools, in such a manner that they are able to present to every one who shall become a member of this Association, a copy of one of the above works, and to furnish any member who will pay the additional sum of fifty cents, a copy of the other two works. Any inhabitant of the county, who will signify his wish to become a member of the Association, and transmit to E. R. Potter or Wilkins Updike, fifty cents, will be furnished with a copy of one of the above works, so long as any of them remain undisposed of. Specimens of each may be seen at the store of T. S. Taylor, Kingston.

The committee are further authorized to state, that any town in this county, where the friends of public schools will raise the sum of ten dollars, will be furnished with a library of at least twenty bound volumes, and the same number of pamphlets, embracing complete sets of the Massachusetts and Connecticut Common School Journals, (nine vols.,) and the most valuable books and documents which have been published in this country on the theory and practice of education, for the use of teachers, school committees, parents, and the friends of education generally.

In conclusion, the Committee would respectfully and earnestly invite the attention of every teacher, school committee, parent and friend of the State in Washington County, to the importance of making a vigorous and united effort to provide the means of the more thorough and practical education of every child within our borders, and to co-operate with those who have proposed the plan of association and measures herein briefly set forth, for awakening a more general interest, and diffusing more widely information on the subject. Let us on this subject forget all differences of opinion which divide and distract society on religious and political questions, and unite heart and hand in promoting that cause which holds every other good cause in its embrace.

ELISHA R. POTTER,
THOMAS VERNON,
DANIEL AVERY,
JOHN D. WILLIAMS,
SYLVESTER G. SHERMAN.

Kingston, September 7, 1844.

The following officers were chosen at a meeting in November:

WILKINS UPDIKE, *President.*

LEMUEL H. ARNOLD,
ISAAC HALL,
GEORGE W. CROSS,
HORACE BABCOCK,
CHRISTOPHER C. GREENE,
SILAS R. KENYON,
R. G. BURLINGAME,
} *Vice Presidents.*

POWELL HELME, *Secretary.*

TEACHERS' INSTITUTE OF WASHINGTON COUNTY.

CONSTITUTION.

ARTICLE 1. This Society shall be called the "Teacher's Institute of Washington County.

ART. 2. Its object shall be to improve Public Schools, by frequent meetings of Teachers, to discuss the respective methods of each in government and manner of communicating instruction,—mutually to encourage each other in overcoming the various difficulties to be met with by all faithful Teachers,—to communicate information derived from experience or from other resources, and to secure addresses of a practical character.

ART. 3. The officers of this Institute shall be a President, Vice President and Secretary, who shall appoint the time and place of meetings, except when held by adjournment.

ART. 4. The Annual Meeting shall be held at Kingston, on the third Saturday of November, when officers shall be chosen, and shall execute their duties until others are elected.

ART. 5. Teachers and ex-Teachers may be admitted members of this Institute, at the discretion of the Secretary, by subscribing to this Constitution.

ART. 6. Any member shall have the privilege of taking notes of any remarks that may be made in the meetings.

ART. 7. This Constitution may be altered or amended, by a vote of two-thirds of the members present, at any regular meeting.

OFFICERS FOR 1844-45.

REV. THOMAS VERNON, *President.*
REV. JAMES EAMES, *Vice President.*
G. N. ANTHONY, *Secretary.*

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The following Constitution was adopted at a public meeting of the friends of popular education from all parts of the State, held in Westminster Hall, Providence, January 24, 1845.

ARTICLE 1. This association shall be styled the RHODE ISLAND INSTITUTE OF INSTRUCTION, and shall have for its object the improvement of public schools, and other means of popular education in this State.

ARTICLE. 2. Any person residing in this State may become a member of the Institute by subscribing this Constitution, and contributing any sum towards defraying its incidental expenses.

ARTICLE 3. The officers of the Institute shall be a President, two or more Vice Presidents, a Recording Secretary, a Corresponding Secretary, a Treasurer, (with such powers and duties respectively as their several designations imply,) and Directors, who shall together constitute an Executive Committee.

ARTICLE 4. The Executive Committee shall carry into effect such measures as the Institute may direct; and for this purpose, and to promote the general object of the Institute, may appoint special committees, collect and disseminate information, call public meetings for lectures and discussions, circulate books, periodicals and pamphlets on the subject of schools, school systems and education generally, and perform such other acts as they may deem expedient, and make report of their doings to the Institute, at its annual meeting.

ARTICLE 5. A meeting of the Institute for the choice of officers shall be held annually, in the city of Providence, in the month of January, at such time and place as the executive committee may designate, in a notice published in one or more of the city papers; and meetings may be held at such other times and places as the executive committee may appoint.

ARTICLE 6 This constitution may be altered at any annual meeting by a majority of the members present, and any regulations not inconsistent with its provisions, may be adopted at any meeting.

OFFICERS FOR 1845.

JOHN KINGSBURY, President.

WILKINS UPDIKE, Vice President. *Washington County.*

ARIEL BALLOU, Vice President, *Providence County.*

NATHAN BISHOP, Corresponding Secretary.

J. D. GIDDINGS, Recording Secretary.

THOMAS C. HARTSHORN, Treasurer.

DIRECTORS.

WILLIAM GAMMELL, Providence.
JOSEPH T. SISSON, North Providence.
J. B. TALLMAN, Cumberland.
L. W. BALLOU, Cumberland.
J. T. HARKNESS, Smithfield.
J. S. TOURTELLOTT, Glocester.
AMOS PERRY, Providence.
CALEB FARNUM, Providence.
SAMUEL GREENE, Smithfield.

The following Report, submitted to the meeting, in the State House, January 21, 1845, at which the Institute was formed, is published as part of the documentary history of the Rhode Island Institute of Instruction.

At the suggestion of Mr. Barnard, State Agent of Public Schools, a meeting of teachers and friends of education, was held a few weeks since in the City Council Chamber, for the purpose of considering the subject of a State Society for the promotion of Public School Education. Mr. N. Bishop, Superintendent of the Public Schools of Providence, was called to the chair; and after discussion by several individuals, it was voted: that Messrs. Kingsbury, Bishop, Perry, Day, and Stimson, be a committee, to take the subject into further consideration, and, if it be deemed expedient, to report at a future meeting. That Committee, having given the subject a considerable share of attention, beg leave to present the following

REPORT.

Whatever doubt may exist in regard to the influence of popular education, in other countries, there can be none, in regard to the United States. *Here* it may be assumed as an axiom, that the people, the *whole* people, should be educated. Our institutions, civil, political, and religious, all imperatively demand it. *How* shall it be done? is the only question that admits of discussion. To this question only one rational answer can be given—chiefly by public or common schools.

Whatever influence may be exerted by the Press, by the College, and High Schools, in advancing education,—and we have no doubt but *that* influence is great and indispensable; it is not for a moment to be supposed, that these means are sufficient to educate a *whole people.* History does not present a solitary example of a country or province, where education has been universal, without some instrumentality analagous to Common Schools.

Literature and Science may flourish, where only the *wealthy few* are highly educated. It is possible that *the few*, by monopolizing the emoluments and privileges which superior knowledge confers, may, while *the many* are toiling in agriculture or mechanic arts, rise to higher attainments, and cause Science and Literature to take deeper root and to bring forth mature fruits. Though such fruits might bring blessings with them, the genius of our Institutions requires rather the diffusion than the accumulation of knowledge. It was the boast of Henry IV. of France, that he would "take care that every peasant should be in such a condition, as to have a fowl in his pot." It should be the care of *our country* that *every child should be educated.*

Our forefathers laid us under deep obligations, therefore, when they consecrated the Common School to the education of the people. Ought we not deeply to regret that within our own State, that mission has not been fully accomplished. There are those among us who cannot read or write. Never should the friends of educa-

35	"	Annual Report, with Annual Reports of Deputy Superintendents.
100	"	Henry's Address on Education and Common Schools.
100	"	Randall's (Henry S.) Report on District School Libraries.
50	"	Randall's (Samuel S.) Digest of Laws and Decisions relating to the Common School System of New York.
100	"	Lecture by G. B. Emerson, on Moral Education.
30	"	" " " on the Advancement of Common Schools.
50	"	Prof. Stowe's Report on Elementary Education in Europe, and on Teachers Seminaries.
50	"	" " Lecture on the Religious Element in Education
50	"	Northend's Lecture on Obstacles to Improvement in Common Schools.
35	"	Thayer's Lecture on Courtesy or Good Behavior in Schools
35	"	Dr. Alcott's Confessions of a School Master.
100	"	" Slate and Black-board Exercises.
50	"	Rantoul's Remarks on Common Schools and Education.
60	"	District School as it was.
35	"	Smith's History of Education.
35	"	Annals of Education.
35	"	Miss Sedgwick's Self-Training for Young Ladies.
35	"	Dr. Channing on Self-Culture.
12	"	Wood's Account of Sessional School, Edinburgh.
30	"	Richardson's Address on Common Schools.
10	"	Wines' How shall I govern my School?
25	"	Dunn's School Teacher's Manual.

APPENDIX. NUMBER VI.

LIBRARY OF EDUCATION.

THE SCHOOL AND SCHOOL-MASTER, by Alonzo Potter, (Bishop of Pennsylvania,) and George B. Emerson. New York; Harper and Brothers. Boston, Fowle and Capen. Price, $1,00. 551 pages.

This volume was prepared at the request of the late James Wadsworth, of Geneseo, New York, with special reference to the condition and wants of common schools in that State. Its general principles and most of its details are applicable to similar schools in other parts of the country, and, indeed, to all seminaries employed in giving elementary instruction. Mr. Wadsworth directed a copy of it to be placed in each of the school district libraries of New York, at his expense, and his noble example was followed in respect to the schools of Massachusetts by the Hon. Martin Brimmer, of Boston.

THE TEACHER'S MANUAL, by Thomas H. Palmer. Boston: Marsh, Capen, Lyon & Webb, 1840. pp. 263. Price, 75 cents.

This work received the prize of five hundred dollars, offered by the American Institute of Instruction, in 1838, for "the best Essay on a system of Education best adapted to the Common Schools of our country."

THE TEACHER TAUGHT, by Emerson Davis, late Principal of the Westfield Academy. Boston: Marsh, Capen, Lyon & Webb, 1839. pp. 79. Price, 37½ cents.

This valuable work was first published in 1833, as "an abstract of a course of lectures on School-keeping." Mr. Davis has now the charge of the Normal School, at Westfield, Mass.

SLATE AND BLACK BOARD EXERCISES, by Dr. William A. Alcott. New York: Mark H. Newman. Price 37 cents.

The chapters in this little work were first published in the Connecticut Common School Journal, in 1841. The various suggestions and methods are highly practical.

HINTS AND METHODS FOR THE USE OF TEACHERS. Hartford: Price, 12½ cents.

Duties of teacher and pupil in respect to the school-house.

Duties of parents to the school, with plan of an association of the females of a district or town, for the improvement of public schools.

Modes in which young men and young women can become qualified to teach schools.

Teachers' Associations—with plans of organization, and topics for discussions.

Teachers' Institutes—their history, and hints for their organization and management.

Normal Schools—their history in Europe, with an account of the Normal Schools in Massachusetts and New York.

Hints respecting physical education in public schools.

Hints as to instruction in manners and morals, with special reference to the conduct of teachers and pupils, during recess and intermissions.

School Libraries—their history, with a catalogue of suitable volumes, and an index to the most important subjects treated of in them.

Lyceums, Lectures and other means of Popular Education, with plans of organization, &c.

APPENDIX. NUMBER V.

BOOKS, PAMPHLETS AND DOCUMENTS,

RELATING TO SCHOOLS, SCHOOL SYSTEMS, AND EDUCATION GENERALLY, CIRCULATED IN THE STATE SINCE NOVEMBER 15, 1843.

1000 copies of Barnard's Report on School-Architecture.
200 " " " on the Education and Employment of children in Factories, &c.
60 " " " on the Schools and School System of Connecticut, from 1838 to 1842.
150 " " Hints and Methods for the use of Teachers.
3000 " Educational Tracts, No. 1. pp. 16. Education in the United States according to the census of 1840, with an Outline of the School Systems of Connecticut and Massachusetts.
3000 " Educational Tracts, No. 2. History and Condition of the School System of Massachusetts.
3000 " Educational Tracts, No. 3. Education in its relations to Health, Insanity, Labor, Pauperism and Crime.
3000 " Educational Tracts, No. 4. Plans for the Location, Construction, and Internal Arrangement of School-houses.
9000 " or 3000 copies each of three pamphlets relating to Schools and Education, attached to the Farmer's and Rhode Island Almanacs for 1845.
400 " Mann's Report on Education in Europe.
100 " " Lecture on Education.
100 " " Oration on Education in the United States.
100 " " Letters on Religious Instruction in Common Schools.
35 " " Annual Reports as Secretary of the Board of Education in Massachusetts.
35 " " Abstract of the School Returns with a History of the Common School System of Massachusetts.
200 " Massachusetts Common School Journal, Volume 6, for 1844.
35 " " " " " Volumes 1, 2, 3, 4, 5 & 6.
300 " New York District School Journal, Volume 5, for 1844–5.
35 " Common School Journal of Pennsylvania, Volume 1, 1844.
60 " Connecticut Common School Journal, Volumes 1, 2, 3 & 4.
200 " School and School Master.
100 " Annual Report of Superintendent of Common Schools in New York, for 1844.

friend of education generally, can read these lectures without obtaining much valuable practical knowledge, and without being fired with a holy zeal in the cause.

LAWS AND DOCUMENTS RELATING TO THE COMMON SCHOOL SYSTEM OF MASSACHUSETTS.

This volume includes a sketch of the various enactments of the Legislature, from 1642 down to 1843, respecting the Free Schools, and the laws as they now are, together with the Annual Reports of the Board of Education, and the Secretary of the Board, from 1838 to 1844, and the Abstract of School Returns, and a selection from the Reports of School Committees of the several towns in Massachusetts for 1842–3.

In his annual reports to the Board of Education, collected in this volume, Mr. Mann has presented a more didactic exposition of the merits of the great cause of Education in Massachusetts, and some of the relations which that cause holds to the interests of civilization and humanity, than is given in his lectures. That part of the volume devoted to selections from the annual reports of school committees, presents the views of practical and educated men, in more than three hundred towns in a state where the free school system has been tried on the most liberal scale, and for the longest time.

A DIGEST OF THE COMMON SCHOOL SYSTEM OF THE STATE OF NEW YORK: together with the forms, instructions, and decisions of the Superintendent; an abstract of the various local provisions applicable to the several cities, &c.; and a sketch of the origin, progress, and present condition of the system. By S. S. Randall, General Deputy Superintendent of Common Schools. Albany: printed by C. Van Benthuysen & Co. 1844.

LAWS AND REPORTS RESPECTING THE COMMON SCHOOL SYSTEM OF NEW YORK IN 1844.

This volume embraces the Annual Report of the Superintendent of Common Schools, and the Annual Report of the several County Superintendents for 1843–4, making a volume of over 600 pages, together with the Law as it now stands, with forms and instructions for its administration.

ANNUAL REPORTS OF STATE AND COUNTY SUPERINTENDENTS FOR 1845.

These three volumes present a complete view of the origin, progress and condition of the most thoroughly organized and administered system of public elementary instruction in the United States. The reports of the County Superintendents are full of practical suggestions as to improvements in the classification, instruction and government of schools.

REPORTS AND DOCUMENTS RELATING TO THE COMMON SCHOOL SYSTEM OF CONNECTICUT, by Henry Barnard, Secretary of the Board of Commissioners of Common Schools. Hartford: Case, Tiffany & Co.

This volume embraces all the official documents of the Board of School Commissioners and their Secretary, from 1838 to 1842, together with a sketch of the origin and progress of the Common School System of Connecticut, from the foundation of the State down to 1842. The Appendix to the Second Annual Report of the Secretary of the Board, contains an account of the school system of Europe,—in England, Scotland, Ireland, Holland, France, Germany, Italy and Switzerland,—with copious extracts from the Reports of Cousin, Stowe, and Bache, which would make a document of at least 500 pages, in ordinary octavo form.

THE CONNECTICUT COMMON SCHOOL JOURNAL, edited by Henry Barnard, from August, 1838 to 1842. Four volumes.

THE COMMON SCHOOL JOURNAL, edited by Horace Mann, from November, 1838 to 1845. Six volumes.

THE DISTRICT SCHOOL JOURNAL FOR THE STATE OF NEW YORK, edited by Francis Dwight, for 1844 and 1845. Two volumes.

THE COMMON SCHOOL JOURNAL OF THE STATE OF PENNSYLVANIA, edited by John S. Hart, for 1844. One volume.

THE TEACHER'S ADVOCATE, edited by Edward Cooper, will be added as soon as the first volume is completed. One volume.

A copy of most of the above works, and of the pamphlets named in the preceding Appendix, will be placed in each of the "Libraries of Education," and will be accessible to teachers, committees and others, subject to such regulations only as may be necessary to preserve the books.

In addition to the above volumes, the following are worthy a place in every "Library of Education."

LECTURES AND PROCEEDINGS OF THE AMERICAN INSTITUTE OF INSTRUCTION from 1830 to 1845. Sixteen volumes.

These volumes embrace more than 150 Lectures and Essays, on a great variety of important topics, by some of the ablest scholars and most successful teachers in the country.

TRANSACTIONS OF THE WESTERN LITERARY INSTITUTE AND COLLEGE OF PROFESSIONAL TEACHERS, from 1834 to 1840. Eight volumes.

THE SCHOOLMASTER'S FRIEND, with the Committee-man's Guide, by Theodore Dwight, Jr., pp. 360. New York, Roe Lockwood, 415, Broadway. 1835.

THE TEACHER, or Moral Influences in the Instruction and Government of the Young, by Jacob Abbott. Boston, Whipple & Damrell, No. 9, Cornhill. pp. 314. Price 75 cents.

This excellent work is out of market, or it would have been placed in the "Library of Education."

THEORY OF TEACHING, with a few Practical Illustrations, by a Teacher. Boston, E. P. Peabody, 1841. pp. 128.

COUSIN'S REPORT ON PUBLIC INSTRUCTION IN PRUSSIA, translated by Sarah Austin. New York, Wiley & Long, 1835.

DISTRICT SCHOOL, by J. Orville Taylor. New York, Harper & Brothers, 1834.

PRACTICAL EDUCATION, by Maria Edgeworth. New York, Harper and Brothers, 1835.

LOCKE AND MILTON ON EDUCATION. Boston, Gray & Brown, 1830.

REPORT ON EDUCATION IN EUROPE, by Alexander Dallas Bache. Philadelphia: Lydia R. Bailey, 1839. pp. 666.

THE EDUCATION OF MOTHERS, by L. Aimé-Martin. Philadelphia, Lee & Blanchard, 1843.

EDUCATION AND HEALTH, by Amariah Brigham. Boston, Marsh, Capen & Lyon, 1833.

SCHOOL KEEPING, by an Experienced Teacher. Philadelphia, John Grigg, 1831.

EDUCATIONAL PERIODICALS.

The following notice of the various Educational Journals which have been published in this country, may be useful to those who are investigating the history of education.

THE AMERICAN JOURNAL OF EDUCATION, Boston. Published monthly in numbers of sixty-four pages octavo. Commenced in 1826, and merged in the Annals of Education in 1831. The set consists of five volumes.

AMERICAN ANNALS OF EDUCATION AND INSTRUCTION, Boston. Commenced in 1831, and discontinued at the close of 1839. The set embraces nine volumes. It was edited at different periods by William Russell, W. C. Woodbridge, Dr. Alcott, and other able writers on Education.

The above works were the able pioneers in the cause of Educational improvement. Nearly all of that has been accomplished within the last fifteen years, was first suggested through the columns of the Journal and Annals of Education. The above fourteen volumes constitute now a valuable series, which all who are interested in school improvement, can read with great advantage to themselves.

THE SCHOOLMASTER AND ADVOCATE OF EDUCATION, published by W. Marshall & Co., Philadelphia, and edited by J. Frost. Commenced in January, 1836, and discontinued at the close of the year.

THE MONTHLY JOURNAL OF EDUCATION, Philadelphia, 1835, edited by E. C. Wines. Commenced January, 1835, and was discontinued in the course of the year.

THE COMMON SCHOOL ASSISTANT, Albany and New York, Edited by J. Orville Taylor. Commenced in 1836, and discontinued in 1840.

This cheap periodical was widely and powerfully instrumental in waking up a lively interest in the subject of common school improvement.

THE EDUCATOR, Easton, Pennsylvania, Edited by Robert Cunningham; then a Professor in Lafayette College, Easton, and now the Principal or Rector of the Normal School of Glasgow, Scotland.

Prof. Cunningham came to this country with the view of establishing a Normal School on a liberal scale, but he found after years of trial, that his views were greatly in advance of public opinion and liberality on this subject.

The Educator was commenced in April, and discontinued in August 1839.

THE OHIO COMMON SCHOOL DIRECTOR, Columbus, Ohio, Published by authority of the General Assembly of Ohio, and Edited by Samuel Lewis, Superintendent of Common Schools.

The Director was commenced in March, 1838, and was discontinued in November, 1838.

It was the first periodical established under State authority, and was highly useful in organizing the new system of Common Schools established in the winter of 1838.

THE MICHIGAN JOURNAL OF EDUCATION. Detroit, Michigan, Edited by John D. Pierce, Superintendent of Public Instruction. Commenced in March, 1838, and discontinued in February, 1840.

THE DISTRICT SCHOOL JOURNAL FOR THE STATE OF NEW-YORK, is published monthly under the patronage of the State, at Albany, and edited by Francis Dwight, Superintendent of Common Schools for the county of Albany.—Price, fifty cents a year.

This Journal was commenced by Mr. Dwight, at Geneva, in March, 1840. Under the authority of An Act, passed in May, 1841, the Superintendent of Common Schools subscribed for a sufficient number of copies (ten thousand and eight hundred) to supply each organized school district in the State, and made it his official organ of communication with the officers and inhabitants of the several districts. The publication office was removed from Geneva to Albany in June, 1841, where it is now printed by C. Van Benthuysen.

THE CONNECTICUT COMMON SCHOOL JOURNAL. Hartford, Connecticut. Published under the direction of the Board of Commissioners of Common Schools, and Edited by HENRY BARNARD, 2d, Secretary of the Board.

This Journal was commenced in August, 1838, and discontinued in September, 1842.

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Documents referred to in the Report of the Commissioner of Public Schools, submitted November 1, 1845.

APPENDIX. NUMBER VII.

HISTORY AND CONDITION

OF THE

LEGISLATION OF RHODE ISLAND RESPECTING PUBLIC SCHOOLS.

In the original polity of Rhode Island, there was no provision for education. Like religion, it seems to have been considered not the concern of the public, but matter for individual conscience and parental duty. The first movement towards the introduction of a different policy was made by the Providence Association of Mechanics and Manufacturers. In October, 1798, a committee of that body was appointed "to inquire into the most desirable method for the establishment of Free Schools." This committee, after "frequent consultations on the subject," reported in January, 1799, that "an immediate application be made to the General Assembly, to provide for the establishment of Free Schools throughout the State." This report was accepted, and at the February session, 1799, the subject was brought to the attention of the Legislature, in the following admirable document drawn up by John Howland, Esq. of Providence.

The Memorial and Petition of the Providence Association of Mechanics and Manufacturers, respectfully represents:—

That the means of Education which are enjoyed in this State, are very inadequate to a purpose so highly important:

That numbers of the rising generation, whom nature has liberally endowed, are suffered to grow up in ignorance, when a common education would qualify them to act their parts in life with advantage to the public, and reputation to

That in consequence of there being no legal provision for the ed

schools, and for want of public attention and encouragement, this so essential a part of our social duty is left to the partial patronage of individuals, whose cares do not extend beyond the limits of their own families, while numbers in every part of the State are deprived of a privilege which it is the common right of every child to enjoy:

That when to that respect, which, as individuals we feel ourselves bound to render to the representatives of the people, we add our public declaration of gratitude for the privileges we enjoy as a corporate body, we at the same time solicit this Honorable Assembly to make legal provision for the establishment of Free Schools sufficient to educate all the children in the several towns throughout the State; with great confidence, we bring this our earnest solicitation before this Honorable Assembly, from the interest we feel in the public welfare, and from the consideration that our society is composed of members, not originally of any one particular town, but assembled mostly in our early years from almost every town in the State.

That we feel as individuals, the want of that education which we now ask to be bestowed on those who are to succeed us in life, and which is so essential, in directing its common concerns. That we feel a still greater degree of confidence from the consideration that while we pray this Honorable Assembly to establish Free Schools, we are at the same time, advocating the cause of the great majority o children throughout the State, and in particular, of those who are poor and destitute—the son of the widow, and the child of distress.

Trusting that our occupation as mechanics and manufacturers ought not to prevent us from adding to these reasons an argument which cannot fail to operate those to whom is committed the guardianship of the public welfare, and that that liberty and security, under a republican form of government, depend on a general diffusion of knowledge among the people.

In confiding this petition and the reasons which have dictated it, to the wisdon the Legislature, we assure ourselves that their decision will be such, as will re on this Honorable Assembly the praise and the gratitude, not only of the yout the present generation, but of thousands, the date of whose existence has not c menced.

The subject was referred to a committee, who reporte June, a bill which was ordered to be printed, and referre the freemen of the several towns for instructions. The fol ing extracts are taken from the instructions of Providenc their representatives.

On the question of free schools, gentlemen, all party distinctions are down; here there can be no clashing interests. On this subject one section State cannot be opposed to another. Before this benevolent idea, every narrow motive of local policy must disappear. As we are confident, that eral object of the bill can meet with no opposition, the only question wl arise, will be on some of its particular provisions, as to the best mode of its general principles into effect. On this point of the subject we would rec to you to support the adoption of the bill in its present form, as any incon which may arise in particular districts, can, at any time, be removed afte is in operation, when experience can point out to the legislature the exped different arrangement.

Fully confident of the patriotism of our fellow citizens throughout the S they are actuated by the same anxious solicitude for the public good, we but their representatives and ours will meet at the next session, bringing the rich deposit of the public sentiment, and by an unanimous voice Free Schools throughout the State; then will that glory which attach purest benevolence, and to the highest acts of public virtue, rest on their the members of the Rhode Island Legislature, having thus before the eighteenth century, provided for the full enjoyment of a right which for tial an article in the great system of social order, will be mentioned w pressions of gratitude and honor, through the ages and generations w succeed.

At the October session following, a bill was passe House of Representatives, but was postponed in the

the next February session, 1800, when it received the concurrence of that body and became a law, with the following preamble:

"AN ACT to Establish Free Schools.

Whereas, the unexampled prosperity, unanimity and liberty, for the enjoyment of which, this nation is eminently distinguished among the nations of the earth, are to be ascribed, next to the blessing of God, to the general diffusion of knowledge and information among the people, whereby they have been enabled to discern their true interests, to distinguish truth from error, to place their confidence in the true friends of the country, and to detect the falsehoods and misrepresentations of factious and crafty pretenders to patriotism; and this General Assembly being desirous to secure the continuance of the blessings aforesaid, and moreover to contribute to the greater equality of the people, by the common and joint instruction and education of the whole:—

SECTION 1. *Be it enacted by the General Assembly, and the authorities thereof, and it is hereby enacted*,—That each and every town in the State shall annually cause to be established and kept, at the expense of such town, one or more free schools, for the instruction of all the white inhabitants of said town, between the ages of six and twenty years, in reading, writing, and common arithmetic, who may stand in need of such instruction, and apply therefor.

SEC. 2. *And be it further enacted*, That it shall be the duty of the Town Council of every town, to divide said town into so many school districts as they shall judge necessary and convenient.

SEC. 3. *And be it further enacted*, That each of the towns of Newport and Providence shall cause to be established and kept every year, so many free schools, and for such terms of time, as shall be equivalent to keeping three such schools eight months each; that each of the towns of South Kingstown, Gloucester and Smithfield shall cause to be established and kept every year, so many free schools as shall be equivalent to keeping three such schools six months each; That each of the towns of Portsmouth, Trenton, Little Compton, Scituate, Cumberland, Cranston, Johnston, Foster, Westerly, North Kingstown, Charleston, Exeter, Richmond, Hopkinton, Bristol, Warwick, East Greenwich, West Greenwich and Coventry, shall cause to be established and kept, in every year, so many free schools as shall be equivalent to keeping three such schools four months each; and that the towns of Middleton, Jamestown, New Shoreham, North Providence, Warren and Barrington, shall cause to be established and kept, in every year, so many free schools as shall be equivalent to keeping one such school four months.

SEC. 4. *And be it further enacted*, That for the encouragement of institutions so useful, there shall be allowed and paid to the Town Treasurer of each town, or his order, out of the General Treasury, at the end of every year, computing from the first Wednesday in May next, twenty per centum of the amount of the State taxes of the preceding year paid into the General Treasury by said town; provided the said sum or allowance of twenty per cent. shall not exceed, in the whole, the sum of six thousand dollars in any one year.

And the town making application to the General Treasurer for said allowance, shall exhibit and deliver to him a certificate, signed by the Town Council, Town Treasurer, and School Master or School Masters of such town, that a school or schools have been established and kept in said town, according to the provisions of this act, and specifying the number of schools and the term of time for which each school shall have been kept.

SEC. 5. *And be it further enacted*, That the allowances aforesaid, when paid to the Town Treasurers, shall be, and remain exclusively appropriated to the establishment and support of free schools, and shall be paid out, under the orders of the several Town Councils, for the benefit of the school or schools which shall be kept in the districts established by them, as aforesaid, in proportion to the number of persons in the several districts entitled to instruction in the said schools, by virtue of this act.

SEC. 6. *And be it further enacted*, That if any town shall neglect, or refuse to establish and keep free schools, in the manner prescribed in this act, such town

shall forfeit all right or claim to the allowance aforesaid for the year in which such neglect or refusal shall happen, and the said forfeited allowances shall make and constitute a part of the unappropriated moneys in the General Treasury; and that all certificates for obtaining said allowances, shall be presented to the General Treasurer within six months after the expiration of the year, within which the said allowances shall have become due, or the same shall be forfeited as last aforesaid.

SEC. 7. *And be it further enacted*, That the General Treasurer shall annually make a report to the General Assembly of the operation and execution of this act, accompanied with copies of the certificates aforesaid, and an account of the allowances paid thereon.

SEC. 8. *And be it further enacted*, That if any school district in any town shall think fit to keep a school in said district for a longer time than the town shall provide for the same, or to erect a school-house, or to enlarge, ornament or repair any already erected, it shall and may be lawful for any seven freemen of such school district, to make application to any Justice of the Peace in the town, for a warrant for calling a meeting of the freemen of such district, and the said justice shall thereupon grant such warrant, directed to the town sergeant and constables of said town to warn the freemen of said district to assemble at a proper time and place, to be prescribed in said warrant, to take into consideration the subjects therein mentioned; and the said warrant being first served, in the manner in which warrants for calling town meetings are served in said town, the freemen of said district (any seven of whom shall be a quorum) shall and may assemble and appoint a clerk, treasurer, collector, and such other officers and committees as occasion may require, and order and assess such taxes on the inhabitants of said district, to be assessed in the proportions of the last town tax, as they may think necessary for the purposes aforesaid, which taxes shall be collected by warrant from the clerk of said school district, directed to the district collector, and shall be levied and collected in the same manner and under the same laws and regulations as town taxes, and shall be appropriated to the uses aforesaid, according to the votes and orders of the said school district meetings; and the freemen of said district, assembled as aforesaid, shall and may make such other lawful orders and regulations, relative to the continuance and support of their district schools, as to them may appear useful, and may be called by their clerk by warrant, on request of any seven of said freemen, and the meeting so called shall and may have and exercise the powers and privileges aforesaid.

SEC. 9. *And be it further enacted*, That no person shall establish or direct as master or preceptor, any school or academy of instruction established by virtue of this act, unless he shall be a native or naturalized citizen of the United States, and be approved of by a certificate in writing from the Town Council of the town in which he shall teach.

SEC. 10. *And be it further enacted*, That the Town Councils of the several towns shall have the government of the town and district schools in their respective towns.

SEC. 11. *And be it further enacted*, That this act shall take effect and be in force from, and after the first Wednesday of May next, and shall be published in all the newspapers in this State.

The passage of the law met with great opposition, as contrary to the long established policy of the State, and measures were soon set on foot which resulted in its repeal at the February session, 1803. Providence was the only town which carried the act into effect. Had the other towns followed her example, and the State persevered in introducing, as Providence has done, from time to time, such improvements as experience pointed out to be desirable, Rhode Island would at this time have the best school system in New England. Had there been an officer appointed, at the time of the passage of this act, to explain its various provisions, obviate objections, urge the immediate and

ultimate advantages of giving the system a fair trial, recommend such modifications as the state of the public mind demanded, its total repeal would in all probability not have taken place.

At the June session, 1821, a committee, consisting of C. Ellery Robbins, Philip Allen, N. Bullock, N. F. Dixon, and C. Brayton, was appointed to inquire into the state of education in the several towns, and report at the October session next following. Although the committee were authorized to call on the town clerks, for information respecting the schools in their respective towns, and did address circulars, it does not appear that any report of their proceedings, or of the result, was ever communicated to the General Assembly.

In 1825, the freemen of the town of Newport were authorized to raise money by tax for the support of a free school, and apply to it the avails of certain lands which had been bequeathed to the town for this purpose many years previous.

In 1827, plans for organizing a system of free schools throughout the state, were brought before the General Assembly, by John R. Waterman, of Warwick, J. L. Tillinghast, of Providence, and others, which, after a protracted discussion, at the January session, in 1828, were embodied in the following Act, which passed by an almost unanimous vote in both Houses.

AN ACT TO ESTABLISH PUBLIC SCHOOLS.

Section 1. *Be it enacted by the General Assembly, and by authority thereof it is enacted*, That from and after the passing of this act, all money that shall be paid into the General Treasury, by managers of lotteries or their agents; also all money that shall be paid into said treasury by auctioneers, for duties accruing to the State, shall be set apart and paid over to the several towns in this State in manner hereinafter mentioned, in proportion to their respective population under the age of sixteen years, as exhibited in the census provided by law to be taken from time to time, under the authority of the United States, always adopting for said ratio the census next preceding the time of paying out each annual appropriation of said money as herein provided, to be by said towns appropriated to and for the exclusive purpose of keeping public schools, and paying expenses thereof; the sum, however, hereby appropriated to be paid over in any one year, not to exceed ten thousand dollars.

Sec. 2. That each town shall be and is hereby empowered to raise so much money, by tax in each year, as a majority of the freemen in town-meeting shall judge proper, to be appropriated to the purposes of public schools, not exceeding, in any one year, double the amount to be in that year received by such town out of the General Treasury, by the provisions of this act; provided that notice be inserted in the warrant, issued for calling the town meeting at which such tax shall be laid, that such tax will be acted upon at such town meeting.

Sec. 3. That at the annual town meetings, holden for the choice of town officers, each and every town in the State shall, after passing of this act, appoint a committee, which shall be called the School Committee, and shall consist of not less than five, nor more than twenty-one persons, resident inhabitants of each of said towns, to act without compensation; which committee, after acceptance of their appointment, shall be duly engaged to the faithful performance of their trust; and shall appoint a secretary and treasurer from their number, and the secretary shall keep a record of their proceedings, and said committee, after being duly organized, shall meet as often as once in every three months, and oftener, if occasion require, for the transaction of all such business as may come before them, relative to the performance of their duties, and a majority shall be necessary for this purpose.

Sec. 4. That the school committee of each town shall have power to make all necessary rules and regulations, which they may deem expedient, for the good government of the public schools in their respective towns; shall appoint all the school masters or school mistresses, to be employed in teaching the schools, taking care that such masters and mistresses are qualified for the task; shall have power to dismiss a school master or school mistress, in case of inability or mismanagement, shall determine upon the places where the school-houses in the respective school-districts in the town, shall be located; and it shall be the duty of said committee to visit all the schools in their respective towns as often as once in every three months during their continuance; and generally to superintend, watch over and provide for the good order and well governing of the same; and in case of death, resignation, or removal from the town, of any one of said committee, they shall have power to fill the vacancy so occasioned, until their annual election aforesaid; and moreover, said committee, at any quarterly meeting thereof, for the better and more convenient performance of their duties, may pass such by-laws and regulations as they may deem expedient; provided such laws and regulations are not repugnant to the provisions of this act, nor in violation of any law in this State; and shall audit, and cause to be certified, all bills for the compensation of masters and mistresses, and all other expenses incurred in the support and maintenance of such schools, before the same shall be paid by the town treasurer; and shall also, at said annual town meeting, (and oftener, if required by their town,) render an account of all their proceedings for the preceding year.

Sec. 5. That the General Treasurer shall keep a separate account of all sums of money paid into the General Treasury, by lottery managers or their agents, and by auctioneers for duties accruing to the State; and shall make a report thereof to the General Assembly once a year, to wit, at the May session, particularly setting forth the sums arising from each of said sources, during the preceding year.

Sec. 6. That the town council of each town shall, each year after the first distribution, certify to the General Treasurer that the money received the previous year has been faithfully applied to the objects contemplated by this act; the certificate whereof shall be left with the General Treasurer, before such town shall receive its proportion of the next distribution.

Sec. 7. That the said sum of ten thousand dollars, annually to be paid over and distributed according to the provisions of this act, be payable to the order of the town treasurer of each town as aforesaid, on and after the first day of June in each year, commencing with the first day of June next.

Sec. 8. That of the sum now in the Treasury, there be appropriated and set apart the sum of five thousand dollars for the commencement and formation of a permanent fund, for the support of public schools; and for that purpose, the said sum of five thousand dollars shall be immediately, or as soon as may be, invested by the General Treasurer, with advice of the Governor, by purchase or subscription, in the stock of some safe and responsible Bank; to which sum shall be added, and in like manner invested from year to year, all the money that shall accrue as aforesaid, from lotteries and auctioneers, over and above said yearly sum of ten thousand dollars, mentioned in the first section hereof; and all donations that may be made to said fund for the purposes thereof, and the dividends and interest that shall from time to time accrue on said fund, shall in like manner be added thereto and invested; but whenever in any year, the amount received as aforesaid, from lotteries and auctioneers, shall fall short of said sum of ten thousand dollars, annually to be distributed, the dividends and interest only of said fund then accrued, or so much thereof as may be necessary to supply such deficiency, shall be added to said last named sum, and paid over and distributed according to the provisions of this act.

Sec. 9. That whenever, in any year, the money paid into the Treasury, from the sources provided in this act, shall fall short of said sum of ten thousand dollars, the deficiency for said year shall be made good from any money in the Treasury not otherwise appropriated.

This is the basis of the school system now in operation in this state, enlarged and modified from time to time, as will appear from the following chronological review of the various enactments of the General Assembly.

At the same session the above act was passed, the freemen of the town of Providence were authorized to assess and collect any amount of tax for free schools, notwithstanding the limitation in the above law.

In June, Newport was authorized to appropriate its share of the state money towards completing a school-house, and maintaining the free schools already established there, as the town might see fit.

In October, the two districts of the village of Pawtuxet, one in Cranston, and one in Warwick, were constituted one district—a very desirable arrangement, but which was broken up by a subsequent act in 1832.

At the October session, the school committee of any town were authorized to make arrangements with the committee of an adjacent town, for the education of their children in the schools of the latter, and pay a proportionate share of the expense.

In 1829, at the June session, the several school districts into which the school committee might lay off the town of Hopkinton, were directed to build a suitable school-house, at the expense of the district, on penalty of losing their distributive share of the state school money.

In 1830, at the January session, the town of Westerly was authorized to pass the necessary laws for building and repairing school-houses in the several districts.

At the June session, the school committee was made to consist of not less than five, and not more than thirty persons, to act without compensation.

In 1831, at the June session, the distribution of the public money was directed to be made according to the number of persons under the age of fifteen (instead of sixteen) years, in each town.

At the October session, a special act was passed in reference to district No. 11, in Hopkinton, depriving those inhabitants who neglected or refused to assist in building a school-house, of the use of the same, and also of the school money.

In 1832, at the January session, the town of East Greenwich was authorized to build school-houses in the several school districts.

At the same session the present rule for distributing the school money of the state was adopted, viz. the number of the white population under the age of fifteen years, and the number of the colored population under the age of ten years, together with five-fourteenths of the said population, between the ages of ten and twenty-four years.

In 1834, at the October session, the several school districts of the town of Cumberland, were authorized to assess and collect taxes to build and repair school-houses.

In 1835, at the June session, it was provided in reference to the town of Hopkinton, that the assessors should assess the value of such portion of any person's property, situated in different school districts, as may lay in the school district ordering a tax.

At the same session, the several districts of Richmond were authorized and directed to build school-houses, on the penalty of losing their school money for neglect; this penalty was appended at the January session, 1836.

In 1836, at the January session, the several districts in the town of Burrellville, were authorized to build and repair school-houses, and in October, the same power was given to the first district in North Providence.

At the October session, the interest accruing to the state on the deposits of the public money received from the United States, and deposited with the several banks, was set apart to be annually applied to the support of public schools. At the June session, the town of Charlestown, a district in the town of Richmond, and January, 1838, the school districts of Smithfield and of Exeter, were authorized to build and repair school-houses. In the act relating to the town of Smithfield, special powers were given to school districts to elect their own committee, as is now provided in the bill reported by the Agent of Public Schools, for all the school districts of the state.

In 1838, at the May session, school district No. 7, in North Providence, was authorized to build and repair a school-house.

At the June session, the school committee of the several towns and of the city of Providence, were directed to make returns in May of each year, according to forms to be furnished by the Secretary of State, respecting the number of the public schools, the number of scholars, amount of money expended, number of teachers employed, length of schools, &c., under the penalty of losing the school money for neglect.

At the October Session, (1838) a portion of the inhabitants of the ninth school district of Hopkinton, were annexed to the seventh school district of Richmond. At the same session the fourth school district of Cumberland, was authorized to purchase as well as build and repair school-houses. The inhabitants of the fourth district in Richmond, and the seventh district in South Kingston, were authorized to unite for the purpose of keeping a joint school.

In 1839, January Session, one year beyond the time named in a former act, was extended to the district in Exeter, to build school-houses, before any forfeiture of the public money should accrue for neglect.

The act to provide for the disposition of United States Deposit Fund, was so far amended as to authorize the loan

of any money which should be relinquished by any bank, or withdrawn by the loan commissioners from any bank, to any town or city applying for the same, said town or city giving bonds to pay interest, at the rate of five per cent, and to employ the money so received to the purposes of education exclusively. The amount loaned to any town or city was restricted to the ratio of population of such town or city to the whole sum on deposit from the United States. At this session a thorough revision of all the legislation of the state since 1828, was made and embodied in an act under the following title:—

AN ACT to revise and amend the several Acts relating to Public Schools.

Be it enacted by the General Assembly as follows:—

Section 1. The annual income of the money deposited or that may be deposited with this state by the United States in pursuance of "an act to regulate the deposite of the public money," passed by the Congress of the United States, and approved June 23, 1836, shall annually be paid over to the several towns in this state; to be appropriated for the purpose of maintaining public schools, in manner hereinafter provided.

Sec. 2. To the money derived from said source, shall annually be added enough from any money in the General Treasury not otherwise specially appropriated, to make up the sum of twenty-five thousand dollars, to be annually paid out for the purpose aforesaid. The money received by the state from the managers of lotteries or their agents, or from auctioneers for auction duties accruing to the state, shall be hereafter annually appropriated, to pay the debt now due from the General Treasury to the permanent school fund, until said debt is paid: after which time the revenue derived from those sources shall be applied to the increase of said fund. The money paid out by virtue of this act, shall be divided among the several towns in proportion to the respective white population of each town under the age of fifteen years; the colored population of such town under the age of ten years, and five-fourteenths of the colored population between the ages of ten and twenty-four years; computing the same according to the United States census next preceding such annual payments, and excepting Narragansett Indians in all cases.

Sec. 3. Each town may raise by tax every year so much money as a majority of the freemen may deem proper, to be appropriated to the purpose of keeping public schools, not exceeding in any one year double the amount received by such town from the general treasury: provided that notice be inserted in the warrant issued for calling the town meeting, that such business will then be acted upon.

Sec. 4. The money received by each town from the General Treasury, shall be applied to pay for instruction, and not for room rent, fuel, or any other purpose whatever.

Sec. 5. The General Treasurer shall keep a separate account of all moneys paid to the state by lottery managers, or their agents, or auctioneers as aforesaid, and shall report the same to the General Assembly annually, at the May session thereof: particularizing the sums received from each of said sources.

Sec. 6. The school committee of each town shall every year certify to the General Treasurer, that the money received the previous year has been faithfully applied according to this act. No town shall receive its proportion of the next distribution until such certificate be made.

Sec. 7. The money payable by virtue of this act, shall be paid to the order of the town treasurers of the several towns which shall comply with the terms of this act, on or after the first day of June in every year; and the said town treasurers shall apply for and receive said money from the General Treasurer, as soon after it is payable, as it may be required for school purposes in their respective towns; and shall charge and receive no compensation for their services in collecting the same.

Sec. 8. Each town shall, at its annual town meeting for the choice of town officers, appoint a school committee, to consist of not less than five, nor more than thirty persons resident in such town, to act without compensation; and to be engaged to the faithful discharge of their duties before entering upon the same.

Sec. 9. The school committees shall appoint a president or chairman and secre-

tary from their number, and shall keep a record of all their proceedings: they shall meet at least as often as once in every three months, and a majority of the whole number chosen shall constitute a quorum; but any less number may adjourn a meeting, giving reasonable notice of the time and place of the adjourned meeting.

Sec. 10. The school committee of each town may direct the books to be used, and make all necessary rules and regulations for the good government of the public schools therein: they may suspend or expel any scholar for misconduct; they shall determine the places where the school-houses shall be located, or the school kept, in the different districts, having regard to the accommodation of the greatest number of inhabitants; and for satisfactory reasons may alter the location of any school-house; and in case of the death, resignation, or removal of a member of the committee, they may fill the vacancy for the remainder of the year:—and at any regular meeting they may make, alter and repeal such by-laws and regulations for the delegating or more conveniently discharging any or all of the duties assigned to them as they shall deem proper: *Provided*, they are not repugnant to the provisions of this act, nor in violation of any law in this state.

Sec. 11. The school committee shall appoint all instructors and instructresses, taking care that they be of good moral character, temperate and otherwise well qualified for the office; and may dismiss said instructors or instructresses in case of inability, or misconduct; said committee shall visit all the schools in their respective towns, at least as often as once in three months during their continuance, and shall generally superintend, watch over and provide for the well ordering and governing the same.

Sec. 12. The school committee shall allow and certify all bills for compensation for instruction and all other expenses before the same shall be paid by the town treasurer; they shall also at the annual town meeting for choosing town officers, (and oftener if required) render an account of all their doings for the preceding year.

Sec. 13. All divisions of any town into school districts, and all alterations of such divisions, whether made by a town or school committee, shall be recorded in the town clerk's office of such town.

Sec. 14. The school committee of every town shall hold quarterly meetings on the second Mondays of January, April, July and October in every year.

Sec. 15. There shall but one school be kept in any school district, unless the school committee shall otherwise order.

Sec. 16. The school committee of any town, with the assent of the school committee of an adjacent town, may permit such children as will be better accommodated thereby, to attend the school in such adjacent town and may pay such portion of the expense thereof, as considering the number of children and other circumstances, may be just and proper.

Sec. 17. The money which each town shall receive by virtue of this act, shall be expended among the different schools and school districts, in such proportions as the school committee shall deem most advisable.

Sec. 18. The freemen of any town, may at any legal town meeting, divide their town into suitable school districts, and may from time to time alter the number and limits thereof. All divisions heretofore made by any town or school committee, shall remain in force until legally changed.

Sec. 19. Every school district shall be a body corporate, by such name or designation as the school committee shall select, so far as to prosecute and defend in all actions relating to the property or affairs of the district, and to take and hold such real estate as may be given to or purchased by them for the purpose of supporting schools in the district.

Sec. 20. The school committee of the several towns and of the city of Providence, shall on or before the first Wednesday of May, annually, make official returns to the Secretary of State, of all the public schools in such towns and the city respectively, for the year preceding the date of the returns; the amount of school money received from the General Treasury; the amount of money raised by the town or city for supporting public schools; the number of districts; the number of schools in each district; the amount of money expended in each school, designating the portion paid for furniture, fuel and incidental expenses, and the portion paid for instruction only; the number of children, male and female, attending each school, and their average attendance; the time and season of keeping each school; the number, names and salary of instructors; the branches taught and books used. They shall also the next and subsequent years, report the number

of academies and private schools in their respective towns; the length of time and season of the year they are kept; the names of the instructors; prices of tuition; and the average number of scholars attending each of them: *Provided however*, that the returns aforesaid to be made by the school committee on or before the first Wednesday in May next, shall be conformable to the blank returns already furnished the several towns under the act of June last.

Sec. 21. The Secretary shall annually furnish every town and the city of Providence, with the blank forms of the returns required by the last section, which forms shall contain a copy of this and said last section; and the secretary shall annually at the session of the General Assembly first holden after the annual session in May, report an abstract of said returns. No town or city shall be entitled to any part of the money appropriated to be paid out of the general treasury, to the support of public schools, which shall have failed to make such returns for the year next preceding the time of the appropriation: and the names of all such delinquent towns or city shall be by the Secretary returned to the General Treasurer, on or before the first Monday in June annually.

Sec. 22. There shall annually be paid out of the General Treasury to the town treasurer of the town of Charlestown, the sum of one hundred dollars, to be expended under the direction of some suitable person to be annually appointed by the governor, in the support of a school for the use of the members of the Narragansett tribe of Indians and the incidental expenses thereof, and in purchasing school books for the use of said school: and an annual account of the appropriationof all said money shall be rendered to the General Treasurer, on or before the first Wednesday of May.

Sec. 23. Two or more contiguous districts in adjoining towns, the majority of the taxable inhabitants of each district, at a duly notified meeting agreeing thereto, may unite together for the purpose of keeping one school, if they may deem it more advantageous to do so; and in such cases the committee men of the districts so uniting, may examine and appoint the instructor.

Sec. 24. Whenever any persons to the number of five or more, have associated or shall hereafter associate together for the purpose of building and maintaining a school-house, they shall be entitled to all the privileges of a body corporate, by such name and style as they may select, and upon such terms and subject to such regulations as they may have adopted upon the formation of their association; and may hold, control and convey, by their corporate name, the school-house so erected, and the lot of land upon which it may stand; and the shares or ownership therein, may be transferred in the same manner as personal estate.

Sec. 25. Whenever any persons to the number of five or more, have associated or shall hereafter associate together, for the purpose of procuring and maintaining a library, they shall be entitled to all the privileges of a body corporate, by such name as they may designate, and upon such terms and subject to such constitution and rules as they may have adopted upon the formation of their association; and may hold, control and convey by their corporate name, estate, real and personal, to an amount not exceeding two thousand dollars, exclusive of their books, maps, and library furniture. *Provided*, that in all such cases, the constitution or articles of association, and all alterations thereof, shall be recorded in the town clerk's office in the town where such library shall be established.

Sec. 26. All general acts heretofore passed relating to public schools, excepting so much of the eighth section of "an act to establish public schools," passed January session, A. D. 1828, which relates to the permanent School Fund, as is not inconsistent with this act, are hereby repealed. *Provided*, that every thing done under said acts shall be valid, and all things omitted or neglected to be done, shall be punished by the same penalties and forfeitures as if this act had not been passed.

Sec. 27. The Secretary shall immediately cause to be printed a sufficient number of copies of this act and of all laws and acts in force relating to public schools, or the building of school-houses in the several towns, and shall send a suitable number to the town clerk of each town, for the purpose of distribution.

The following acts have been passed in addition to, or in amendment of the revised act of 1839.

In 1839, *Be it enacted by the General Assembly as follows*:—Whenever an amount of money sufficient to pay for fuel, rent and other incidental expenses of public schools shall not be provided by any town by taxation or otherwise, the school committee

of such town shall have power to assess a sum sufficient to pay such expenses, upon those who send scholars to the schools, in such manner as they may deem just; exempting from the assessment such as they consider unable, or too poor to pay: and if any person shall neglect to pay such assessment within the time appointed, the school committee may certify the name of the delinquent, and the sum for which he is deficient, to the assessors of the town, who shall insert the same in the assessment of the next town tax against such person; and the collector shall collect the same, to be paid over when collected to the school committee.

In 1840, *Be it enacted, &c—*

Section 1. Hereafter one third in number of the school committee of any town shall constitute a quorum for doing business.

Sec. 2. No town shall receive its proportion of the money appropriated for the support of public schools, until the school committee of such town shall have certified to the general treasurer that three-fourths of the money received by the town from the state the past year, and all the money received for the year preceding the last, has been expended according to law.

Sec. 3. The twenty-fourth and twenty-fifth sections of "an act to revive and amend the several acts relating to public schools," shall be deemed subject to be altered or repealed, at the pleasure of the General Assembly.

Sec. 4. In addition to the returns now required by law, the Secretary may, from time to time, require such other information as he may deem necessary.

Sec. 5. In the city of Providence the school committee shall be elected by the city council at the commencement of the municipal year, and shall report to them whenever required. The school committee in said city shall have the power of dividing the districts, subject to revision by the city council.

Section 6 alters the word *shall*, first occurring in section 19 of revised act, to *may*; and section 7 increases the number of persons having charge of the Indian school to three.

In 1840, *Be it enacted, &c—*

Sec. 1. No child under the age of twelve years shall be employed to work in any manufacturing establishment in this state, unless such child shall have attended, at least three months of the twelve months next preceding such employment, some public or private day school, where instruction is given in orthography, reading, writing, and arithmetic.

Sec. 2. If the owner or owners, agent, or superintendent of any manufacturing establishment, shall employ any child in such establishment, contrary to the provisions of this act, he, she, or they, shall forfeit the sum of fifty dollars for each offense; to be recovered by indictment, to the use of the public schools in the town or city where said establishment may be situated.

Sec. 3. A certificate signed and sworn to by the instructor of the school where any child may have attended, that such child has received the instruction herein intended to be secured, shall be deemed and taken to be sufficient evidence of that fact, in all cases arising under this act.

Sec. 4. This act shall take effect from and after the first day of January, A. D. 1841.

Be it enacted by the General Assembly as follows: The school committee of each town may annually appropriate out of the public school money distributed to each school district, the sum of ten dollars, for the purpose of establishing and maintaining a district school library, for the use of the children therein; under such rules and regulations as said committee may prescribe.

In 1841, *Be it enacted by the General Assembly, as follows:* Sec. 1. If any person shall wilfully interrupt or disturb any public or private school, or any meeting lawfully and peaceably held for purposes of literary or scientific improvement, either within or without the place where such school or meeting is held, the person so offending, upon conviction before any competent magistrate or court, shall incur the penalties affixed to the interruption or disturbance of religious worship in chapter 6, section 9 of the revised criminal code, enacted at the January session, 1838.

Sec. 2. The president or chairman of the school committee, having been sworn or affirmed by a competent magistrate to the faithful discharge of his duties, may administer the same oath or affirmation to the other members.

Sec. 3 and 4, modifies the sections 14 and 23, in reference to the city of Providence.

In 1842, *Be it enacted by the General Assembly as follows:*—

Sec. 1. The public school committees of the several towns shall ascertain by their personal examination, or that of a committee to be appointed by them, the qualifications and capacity for the government of schools, of all instructors who may be employed in the public schools in their respective towns.

Sec 2. No person shall be hereafter employed as an instructor in any public school, unless before he opens such school, his qualifications and capacity shall be ascertained as is provided in the preceding section; and he shall obtain from the committee of examination, a certificate that he is qualified to teach such school. *Provided however*, that this act shall not extend to the city of Providence, nor to the towns of North Providence and Smithfield.

In addition to these general laws, twelve acts and resolutions of a special and local nature were passed subsequent to 1839.

At the October session, in 1843, Wilkins Updike, Esq. a member of the House of Representatives, from South Kingstown, introduced a bill for a public act, "for *ascertaining the condition of the public schools in this state, and for the improvement and better management thereof.*" In the remarks with which he accompanied the reading of the bill, Mr. Updike maintained "that the free school system as it then existed, was not a blessing to the state, except in the city of Providence, and possibly in a few other towns, where a similar course was pursued. This was not owing to the want of liberal appropriation from the General Treasury. This was large enough, or at least, was larger than was made by any other state to the several towns. But the difficulty lay with the towns, and with the want of any thorough system for the examination of teachers, the regulation of books, and supervision of schools, by officers qualified to discharge these duties. Our teachers come from abroad, are employed without producing evidence either of moral character, or their fitness to teach, remain in the schools two or three months, and within twenty-four hours of the close of the term are gone to parts unknown. The books for our schools are selected by authors and publishers, or itinerant venders, and all that parents have to do about the matter is to get new books every year, and pay the bills. As to visiting the schools, who ever heard of committees going about into the different districts, or of parents being seen in the school-room? These things should be looked into. The Legislature should know what becomes of the sum of $25,000, which is drawn annually from the General Treasury. The people should have their attention called to the actual state of education among us. Our self-respect should be roused by a knowledge of the fact brought out by the last census of the United States, from which it appears that Rhode Island is behind the other New England States, in this matter. With a population of 108,830, we have over 1,600 adults who cannot read or write, while Connecticut with a population of 309,978, has only 526. The other New England States not only educate their own teachers, lawyers, doctors and clergymen, but help

in the subject, respecting their plans and suggestions for advancing the intellectual and moral improvement of the rising, and all future generations, in the State. The results of his labors and inquiries, will be communicated in a Report to the General Assembly.

In the prosecution of labors so delicate, difficult and extensive, Mr. Barnard will need the sympathy and co-operation of every citizen of the State. With the most cordial approval of the object of the Legislature, and entire confidence in the ability, experience and zeal of the gentleman whom I have selected to carry it out, I commend both to the encouragement and aid of all who love the State, and would promote her true and durable good, however discordant their opinions may be on other subjects.

JAMES FENNER.

Providence, Dec. 6, 1843.

In the repeal of all laws not contained in the Revised Statutes of the State, which were adopted at the January session, 1844, the laws relating to public schools were excepted, and continued in force till July, 1845, and the Agent of Public Schools was directed to prepare the draft of a school law, in which the various public and special acts on the subject, should be revised and consolidated, and such additional provisions engrafted as should be thought necessary or desirable. In the mean time to facilitate the action of school districts in building and repairing school-houses, without the necessity of any special legislation on the subject, the following act was passed.

AN ACT in addition to the several Acts relating to Public Schools.

It is enacted by the General Assembly, as follows:

SECTION 1. Every school district is hereby authorized and empowered to purchase, receive, hold and convey land for the site and yard of a school-house for the district; to build, hire and repair school-houses, and to supply the same with furniture, blackboards and other appendages and accommodations; and to make all necessary provision for the preservation and use of the property of the district; and for these purposes to hold meetings from time to time in some suitable place in the district.

SEC. 2. Until the inhabitants of a district shall prescribe some other mode for calling the same, the meeting of a school district shall be called by the school committee of the town or district in which such district is situated, by setting up a notice of the time, place and object of the meeting in three public places in the district, at least ten days previous; and it shall be the duty of said committee to call a meeting at any time on the written request of any five legal voters of the district.

SEC. 3. At any meeting duly notified, the inhabitants of the district qualified to vote for a tax or on the expenditure of money in the town in which such district is situated, shall have power by a major vote to appoint a chairman and clerk for the time being; to adjourn from time to time; to vote a tax on the district for the purposes specified in the first section of this act, and to appoint assessors and a collector of the same; to appoint one or more persons to superintend the purchase, building, furnishing and repairs of the school-house, and the proper use and preservation of the building; and to do any thing else which may be necessary to carry into effect the provisions of this act.

SEC. 4. Whenever a tax shall be voted in the district, the same shall be levied on all the real estate situated therein, and upon the personal property of all persons residing in the district at the time of voting such tax: and such tax shall be appointed and assessed according to the tax bill of the town to which the district belongs, last completed or next to be completed, as the district may direct; and the assessors and collector appointed by the inhabitants shall have the same powers, and proceed in the same manner, in assessing and collecting the district tax, as the assessors and collector of a town tax.

to supply our demand for these classes of men. It is time to bestir ourselves in this matter. We need not act with precipitation. All that this bill provides for, is information as to the real state of things, and upon such information the Legislature and the people can act understandingly. Pass this bill—sustain the agent who may be appointed—act upon his recommendations when they are sustained by facts and sound arguments—engraft upon our system the tried improvements of other states—enlist the people, the whole people, in this great work of elevating the schools where all the children of the state may be well educated, and this little bill of three sections will be the beginning of a new era in our legislation on the subject of education." The bill was passed unanimously as follows:

AN ACT to provide for ascertaining the condition of the Public Schools in this State, and for the improvement and better management thereof.

Be it enacted by the General Assembly as follows:

Section 1. The Governor of this State shall employ some suitable person as agent, for the purposes hereafter mentioned, at a reasonable compensation for his services.

Sec. 2. The said agent shall visit and examine the respective Public Schools in the State; ascertain the length of time each district school is kept, and at what season of the year; the qualifications of the respective teachers of said schools—the mode of instruction therein—collect information of the actual condition and efficiency of our Public Schools and other means of popular education, and diffuse as widely as possible among the people, a knowledge of the most approved and successful methods of arranging the studies and conducting the education of the young, to the end that the children of this State who depend upon common schools for instruction, may have the best education that those schools may be made to impart, and shall make report to the Legislature, with such observations and reflections as experience may suggest, upon the condition and efficiency of our system of popular education, and the most practicable means of improving the same.

Sec. 3. It shall be the duty of the preceptors of the public schools in the respective districts in this State, from time to time, to furnish said agent with all the information he may require, in order to enable him to carry out the provisions of the act.

Under this act Governor Fenner made an appointment, which was thus announced and commended to the public.

TO THE PEOPLE OF RHODE-ISLAND.

In pursuance of An Act "to provide for ascertaining the condition of the Public Schools of this State, and for the improvement and better management thereof" I have secured the services of HENRY BARNARD, who has had several years experience in the discharge of similar duties in a neighboring State, and has observed the working of various systems of public instruction in this country and in Europe.

Mr. Barnard will enter immediately on the duties of his office. His great object will be to collect and disseminate in every practicable way information respecting existing defects and desirable improvements in the organization and administration of our school system, and to awaken, enlighten and elevate public sentiment, in relation to the whole subject of popular education. With this view, he will visit all parts of the State, and ascertain, by personal inspection, and inquiries of teachers, school committees, and others, the actual condition of the schools, with their various and deeply interesting statistical details. He will meet, in every town, if practicable, such persons as are disposed to assemble together, for the purpose of stating facts, views and opinions, on the condition and improvement of the schools, and the more complete and thorough e lucatiqn of the people. He will invite oral and written communications from teachers, school committees, and all others interested

in the subject, respecting their plans and suggestions for advancing the intellectual and moral improvement of the rising, and all future generations, in the State. The results of his labors and inquiries, will be communicated in a Report to the General Assembly.

In the prosecution of labors so delicate, difficult and extensive, Mr. Barnard will need the sympathy and co-operation of every citizen of the State. With the most cordial approval of the object of the Legislature, and entire confidence in the ability, experience and zeal of the gentleman whom I have selected to carry it out, I commend both to the encouragement and aid of all who love the State, and would promote her true and durable good, however discordant their opinions may be on other subjects.

JAMES FENNER.

Providence, Dec. 6, 1843.

In the repeal of all laws not contained in the Revised Statutes of the State, which were adopted at the January session, 1844, the laws relating to public schools were excepted, and continued in force till July, 1845, and the Agent of Public Schools was directed to prepare the draft of a school law, in which the various public and special acts on the subject, should be revised and consolidated, and such additional provisions engrafted as should be thought necessary or desirable. In the mean time to facilitate the action of school districts in building and repairing school-houses, without the necessity of any special legislation on the subject, the following act was passed.

AN ACT in addition to the several Acts relating to Public Schools.

It is enacted by the General Assembly, as follows:

SECTION 1. Every school district is hereby authorized and empowered to purchase, receive, hold and convey land for the site and yard of a school-house for the district; to build, hire and repair school-houses, and to supply the same with furniture, blackboards and other appendages and accommodations; and to make all necessary provision for the preservation and use of the property of the district; and for these purposes to hold meetings from time to time in some suitable place in the district.

SEC. 2. Until the inhabitants of a district shall prescribe some other mode for calling the same, the meeting of a school district shall be called by the school committee of the town or district in which such district is situated, by setting up a notice of the time, place and object of the meeting in three public places in the district, at least ten days previous; and it shall be the duty of said committee to call a meeting at any time on the written request of any five legal voters of the district.

SEC. 3. At any meeting duly notified, the inhabitants of the district qualified to vote for a tax or on the expenditure of money in the town in which such district is situated, shall have power by a major vote to appoint a chairman and clerk for the time being; to adjourn from time to time; to vote a tax on the district for the purposes specified in the first section of this act, and to appoint assessors and a collector of the same; to appoint one or more persons to superintend the purchase, building, furnishing and repairs of the school-house, and the proper use and preservation of the building; and to do any thing else which may be necessary to carry into effect the provisions of this act.

SEC. 4. Whenever a tax shall be voted in the district, the same shall be levied on all the real estate situated therein, and upon the personal property of all persons residing in the district at the time of voting such tax: and such tax shall be appointed and assessed according to the tax bill of the town to which the district belongs, last completed or next to be completed, as the district may direct; and the assessors and collector appointed by the inhabitants shall have the same powers, and proceed in the same manner, in assessing and collecting the district tax, as the assessors and collector of a town tax.

At the same session the following resolution was also passed:

Resolved, That the State Agent of Public Schools be, and he is hereby authorized to prepare and distribute among the several school districts, a document setting forth the evils and defects of badly constructed school-houses, and such plans and directions for the erection and arrangement of school-houses adapted to the varying circumstances of large and small districts, as have been sanctioned by extensive experience: *provided*, that the cost of preparing and distributing said document shall not exceed the sum of one hundred dollars.

In pursuance of this resolution a document of seventy-two pages was prepared, with upward of fifty wood cuts, representing different plans for the construction and arrangement of school-houses, of which one thousand copies were circulated in the state. (Appendix XII.)

At the May session a "*Bill for an Act to amend and consolidate the various Acts relating to Public Schools*, prepared by the State Agent, was referred in the House of Representatives, to the committee of education, and after being amended in a fewparticulars by the committee, was ordered to be printed.*

At the June session, the bill was again considered in the committee, and passed by the House, and in the Senate ordered to be printed, with the remarks made by the Agent, before the two Houses of Assembly, explanatory of its various provisions, and circulated among the school committees of the several towns. In June, 1845, its consideration was resumed in the Senate, after having been carefully revised by a committee of that body, and passed by a large majority, under the title of "*An Act relating to Public Schools.*" The House concurred, postponing the operation of the law till after the rising of the General Assembly in October, that its provisions might become generally known.

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* The law, as first printed by order of the House, and again by order of the Senate, with the explanatory remarks of the Agent, (Appendix VIII.) and as finally passed by the both Houses, (Appendix IX.) differs in some important particulars from the draft as originally prepared. In that, provision was made for the designation of one of their number by the trustees of school districts to act in their name and behalf; for the appointment of one person, to be called a town superintendent, by the school committee of the town, to act under their instructions, and receive a per diem compensation, to be paid one-half out of the state, and the other half out of the town appropriation; for the organization of a county board for the regulation of books, and examination of teachers, and visitation of schools, to consist of the State Commissioner, and two persons in each county, to be appointed by the State Commissioner, on the nomination of a majority of the town superintendents in each county, and to be paid out of the state appropriation. The minimum length of the school term during the year was limited to eight months, and the towns were to receive from the General Treasury as much as they would raise by tax, provided no town should receive over one dollar for [illegible] between the ages of four and sixteen years. A portion of both the [illegible]ciation, was to be divided among the districts according to [illegible]ict should raise by rate bills or tax, in proportion to its [illegible] These provisions, it was thought by the committee, [illegible]pts attending any new and efficient organization of [illegible]re omitted in the bill as first printed. It was also [illegible]ill with a resolution, appropriating annually for five [illegible]he establishment of a Normal School, Teachers' In[illegible]ict Libraries.

AN ACT

RELATING TO PUBLIC SCHOOLS.

As passed by the House of Representatives, at the June session of the General Assembly, 1844, with an abstract of the remarks made before the two Houses of Assembly, by the Agent of Public Schools, explanatory of its various provisions.

It is enacted by the General Assembly as follows:

I. State Appropriation and Supervision. Section I—III.

In the first three sections, the duty of the General Assembly to provide for the uniform and efficient administration of such laws as it may deem best to pass, for the education of all the children of the state, and for the economical expenditure of all money appropriated out of the General Treasury for the support of public schools, is recognized. The absence of some officer or department having cognizance of this great public interest, will account for the entire failure or slow progress of so many of the school systems in the different states. Wherever a school department has been properly organized, and the entire time, talents and experience of one or more public officers has been secured to ascertain the condition of the public schools, to disseminate a knowledge of existing defects and desirable improvements, and awaken a lively interest in the subject, in parents, school officers and teachers, the advancement of education has been sure and rapid.

Sec. I. For the uniform and efficient administration of this Act, and the supervision and improvement of such schools as may be supported in any manner out of appropriations from the General Treasury, the Governor shall appoint an officer, to be called the Commissioner of Public Schools, who shall hold his office one year, and until his successor shall be appointed, with such compensation for his services, and allowance for his expenses, as the General Assembly shall determine.

Remarks. The officer whose appointment is provided for in this section, should be selected with special reference to his knowledge and experience in all matters relating to schools, school systems and education generally, and should have no connection with the political parties into which the legislature or the community may be divided, on local or national questions. Experience in other states has shown that the selection of the proper person had better be left to the Governor, or a

small body, while the legislature exercises an effectual check on the employment of an incompetent or obnoxious person, in their control over his compensation.

§ II. For the encouragement and maintenance of public schools in the several towns and cities of the state in the manner hereinafter prescribed, the sum of twenty-five thousand dollars is hereby annually appropriated, payable out of the annual avails of the School Fund, and of the money deposited with this state by the United States, and other moneys not otherwise specially appropriated; and the General Treasurer is authorized and directed to pay all orders drawn by the Commissioner of Public Schools in pursuance of the provisions of this act, or of resolutions of the General Assembly; *Provided*, the aggregate amount of such orders in any one year shall not exceed the sum of twenty-five thousand dollars.

Remarks. This provision is the same as in the existing school law. Instead of a fixed aggregate appropriation, an amount proportionate to the population would be preferable,—for example, one dollar for every person between the ages of four and sixteen,—and thus the aggregate amount increase with the increase of population in any town.

There are those who doubt the expediency of any state provision for the support of public schools, but would leave their maintenance entirely to the towns, or districts. Others on the other hand, would abandon the system of public instruction altogether, and rely only on the promptings of parental duty. But from the best consideration I have been able to give the subject, it does not seem to me a matter of so much importance from what source the funds are supplied, as it is that they are supplied in liberal measure, and so appropriated as to stimulate public and parental interest, and equalize the privileges of education among all the children of the community. The public schools of Connecticut, Massachusetts and New York, exhibit substantially the same defects, and a person might be taken blindfolded through the schools of each, and hear the same complaints of old, dilapidated and inconvenient school-houses, of too large and too small districts, of the want of classification, of defective methods of government and instruction, of late and irregular attendance, of the variety of text-books, of unqualified teachers, of the want of parental and public interest, without knowing which of the three states, at any one time, he was in; and yet their mode of support is entirely different. In Connecticut, the schools are supported mainly by the avails of permanent state and town funds, aided by a tax on the parents of children who go to school. In Massachusetts, the whole amount is raised by direct tax on all the property of the several towns, whether that property is represented by children or not. In New York, the state provides a portion out of permanent state funds, the towns raise by tax at least as much as they receive from the State, and

parents raise voluntarily more than both sums united. The experience of this State shows that it is not only wise, but necessary, not only in the outset of a school system, but at all times, to provide liberally but not exclusively, by state endowment, for the support of public instruction. The expense of maintaining a sufficient number of schools for all the children of a state, no matter how economical may be the arrangements, or how limited in amount or defective in quality the education given, is necessarily large. If left to parents, this expense will not be met universally, for although the intelligent, the considerate, and the wealthy will provide liberally and promptly, at home or abroad, for the education of their own children, there will be found ignorant, vicious, reckless and intemperate parents, whose children will remind them only of physical wants to be supplied, and not of that moral and mental culture necessary to fit them for present usefulness and immortal destinies. If left to the towns, the means will be unequal, uncertain and insufficient, as shown by the large number of persons of mature age, many of them natives of the state, who cannot read or write, or at least read and write so imperfectly that these attainments are of no practical value, either in the way of pleasure, business or self culture. If the expense is assumed in part by the state, without requiring or securing indirectly any corresponding effort on the part of all the towns, the schools will be of various degrees of merit and demerit, according to the degree of public spirit and liberality, or the want of both, in the several towns.

In the present state of the public schools, and of the public mind in regard to them, in different towns and districts, it would be almost equally disastrous to diminish the amount of the state appropriation, or to leave the schools without any additional resource. The amount now received, when increased by an equal or nearly equal amount from taxation, as is done in some of the towns, is sufficient to maintain the public schools at a point of excellence and usefulness, reached in towns of the same population and wealth in other parts of New England. While in those towns where nothing is done by town, district or parental taxation, the state money is barely sufficient to employ for three or four months, a teacher who is either young and inexperienced, or if advanced in life, has had a defective education, and in some instances, to my own knowledge, had better be any thing else than a teacher, and any where than in a school-room.

§ III. The Commissioner of Public Schools is authorized, and it is made his duty—

¶ 1. To apportion annually, in the month of May, the money appropriated to public schools, after deducting such sums as may be specifically

appropriated by the General Assembly, among the several towns of the state, in proportion to the number of children under the age of fifteen years, according to the census taken under the authority of the United States, next preceding the time of making such apportionment.

Remarks. The principle on which the public money is distributed is nearly the same as in the existing law. It is recommended for its convenient application, but operates in many cases unequally. It would be better to have a census taken in each school district or town every year, and have the distribution based upon that.

2. To sign all orders on the General Treasurer, for the payment of such apportionment in favor of the treasurer of such towns as shall comply with the terms of this act, on or before the 1st of July annually.

Remarks. Under this paragraph the towns which do not comply with the requisition of this act, must lose their share of the state appropriation.

3. To prepare suitable forms and regulations for making all reports, and conducting all necessary proceedings under this act, and to transmit the same, with such instructions as he shall deem necessary and proper for the uniform and thorough administration of the school system, to the Town Clerk of each town, for distribution among the officers required to execute them.

Remarks. Without a provision of this kind there will be no regularity, fulness, or uniformity in the returns and reports of school officers, to the town or the General Assembly, or in the local administration of the same laws in different towns.

4. To adjust and decide, without appeal and without cost to the parties, all controversies and disputes arising under this act, which may be submitted to him for settlement and decision; the facts of which cases shall be stated in writing, verified by oath or affirmation if required, and accompanied by certified copies of all necessary minutes, contracts, orders and other documents.

Remarks. This provision will lead to the speedy, cheap and amicable settlement of numerous controversies which will unavoidably spring up in the local administration of the system, and which are now carried into the regular courts or the legislature, involving much expense for counsel fees, much delay, and not unfrequently bitter, wide spread and lasting dissatisfaction. The decision of the Commissioner in this paragraph is limited to cases voluntarily submitted by the parties interested. By Section XXXI. his power and duty are extended under certain circumstances.

5. To visit as often and as far as practicable, every town in the state, for the purpose of inspecting the schools, and diffusing as widely as possible by public addresses, and personal communication with school officers, teachers and parents, a knowledge of existing defects, and desirable improvements in the administration of the system, and the government and instruction of the schools.

Remarks. The Report of the Agent of Public Schools for this year will show some of the ways in which an officer charged with the broad and general duties contemplated in this paragraph, can advance the interest of public schools, and of popular education generally. Great as are the benefits which should result from the faithful discharge of his public duties, such as the visitation and examination of schools, and addresses in schools and public meetings, they are few and small, compared with the benefits which the Commissioner might, and ought to render in his personal communication with school officers, teachers, and parents.

6. To recommend the best text books, and secure, as far as practicable a uniformity, in the schools of at least every town, and to assist, when called upon, in the establishment of, and the selection of books for school libraries.

Remarks. On no one point is there a more earnest and general complaint, on the part of teachers and parents, than that of the multiplicity of school books, and on none, is there a a louder or more unanimous call for prompt and efficient action on the part of the Legislature. The experience of other states shows that the evil can not be reached by the independent action of the town committees, and the opinion of the soundest educators is, that it would not be safe, or at least expedient to entrust the selection and prescription of books to a single officer. But by the joint action of the town committee, as provided for in Section V. ¶ 9, and the State Commissioner, as provided in the above paragraph, a uniformity of text books, as far as the same is desirable, could be effected in a short time.

The establishment of libraries of good books in various departments of knowledge, for the older as well as the younger members of the community, is one of the most important additions which can be made to the means of popular education in the State, and the usefulness of the libraries will depend much on the care with which they may be selected. It seemed, therefore, desirable to bring this subject directly within the scope of his official duties.

7. To establish at least one Model School and Teacher's Institute in each county, and one thoroughly organized Normal School in the state, where teachers, and such as propose to teach, may become acquainted with the most approved and successful methods of arranging the studies, and conducting the discipline and instruction of public schools.

Remarks. By a *Model School*, as the term is here used, is contemplated an ordinary primary or secondary public school, so organized, instructed and governed, that teachers of the county, or the neighborhood, and those who propose to teach, can be referred to it as a *model*, in all the essentials of a good school. To accomplish this, the Commissioner should be

directed, if called upon by the proper committee, to aid in the selection of a teacher, assist in the organization of the school, and advise as to the methods of instruction and government—all of which would require more time than he would be authorized to devote to any one school, unless for the objects here specified, and under the sanction of the law.

By a *Teacher's Institute*, is meant all which is generally understood by a Teacher's Association, and something more. It is an organizat ion of the teachers of a town, county or state, for improvement in their profession, by meeting for a longer or shorter time for a thorough review of the studies of the public schools, under teachers of acknowledged reputation, as well as for lectures, discussions and essays on various methods of school discipline and instruction. One of the earliest attempts to establish these institutes, was made in Connecticut, under the auspices of the School Board of that State, in 1840.* They are now very numerous in the State of New-York, and have been productive of the happiest results.

By a *Normal School* is intended an institution for the *training* of young men and young women, who may show the proper talent and feeling to become teachers, under the direct instruction of able and experienced professors, with opportunities of witnessing and conducting the government and instruction of a model school, constituted in all their essential features like ordinary public schools. The experience of other states and countries has shown conclusively that these institutions are the most efficient and certain means of elevating the attainments, character and practical knowledge of teachers, and of improving rapidly the quality, and increasing the amount of education given in public schools, while it is applying to the preparation of teachers the same course which is adopted in every other profession or art.

The Commissioner could take no efficient measures for establishing such an institution without the authority of law, and the co-operation of the legislature or individuals.

8. To appoint such and so many inspectors in each county, as he shall, from time to time, deem necessary, to examine all persons offering themselves as candidates for teaching public schools, and to visit, inspect, and report, concerning the public schools, under such instructions as said Commissioner may prescribe; *Provided*, that as far as practicable such inspectors shall be, or shall have been, experienced teachers, and shall serve without any allowance or compensation from the General Treasury.

Remarks. The experience of this as well as other states shows that it is not safe to entrust the examination of candidates for the office of teacher, or the inspection of schools, or the duty of reporting on their condition and improvement, exclu-

*Connecticut Common School Journal, vol. II. page 52.

sively to the town committee. In some towns it is difficult to find those who are qualified for the office, or if qualified, willing to discharge its duties, or if willing and qualified in other respects, so far removed from the disturbing influences of local, personal, professional, religious, or political partialities, as to be able to do the duty without fear or favor.

There will be no difficulty in selecting one or more persons in each county, combining all the requisite qualifications of ability, experience, willingness, and leisure, who, with the advice and co-operation of the Commissioner, will insist on higher qualifications in teachers,—subject the schools to a rigid examination, and report fully and faithfully on their condition. But if this temporary plan of county inspectors can be tried, in a few years a still more thorough and simple system of supervision can be matured, which, in connection with Teacher's Institutes, and a State Normal School, will give a great and rapid impulse to the cause of school improvement.

9. To grant certificates of qualification to such teachers as have been approved by one or more county inspectors, and shall give satisfactory evidence of their moral character, attainments, and ability to govern and instruct children.

Remarks. A certificate of qualification, based on the recommendation of a county inspector, and the personal knowledge of the Commissioner, cannot but facilitate the employment of any teacher possessing it, in any part of the state, and be accordingly valued by him, as well as for higher reasons.

10. To enter, or cause to be entered, in proper books to be provided for the purpose in his office, all decisions, letters, orders on the Treasurer, and other acts as Commissioner of Public Schools; and to submit to the General Assembly at the October session, an annual report containing, together with an account of his own doings,—

First,—A statement of the condition of the public schools, and the means of popular education generally in the state;

Second,—Plans and suggestions for their improvement;

Third,—Such other matters relating to the duties of his office, as he may deem useful and proper to communicate.

Remarks. The record here provided for will secure uniformity in the administration of the system, and the annual report to the legislature will enable that body to see whether the funds of the state are wisely expended, and to introduce from time to time, such modifications and improvements in the school law as the practical working may show to be necessary or desirable.

II. Powers and Duties of Towns. Section IV to IX.

§ IV. To provide for the education of all the children residing within their respective limits, the several towns and cities of the state are empowered and it shall be their duty—

V. The School Committees of the several towns, when qualified by oath or affirmation to the faithful discharge of their duties, are authorized and it shall be their duty,

1. To elect a chairman, and in his absence or inability to serve, a chairman *pro tem.*, who shall preside in all meetings, and sign all orders and official papers of the committee; and a clerk, who shall keep minutes of their votes and proceedings, in a book provided for that purpose, and have the custody of all papers and documents belonging to the committee; and either chairman or clerk may administer the oath or affirmation required of said other members of the school committee, and of trustees of school districts.

2. To hold at least four stated meetings, viz, on the 2d Monday of January, April, July, and October, in each year, and as often as the circumstances of the schools require; and one third of the whole number chosen, shall constitute a quorum for the transaction of business, but any less number may adjourn to another time and place.

3. To form, alter, and discontinue school districts, and to settle the boundaries between them when undefined or in dispute, subject to the direction or concurrence of the town, or the Commissioner of Public Schools.

Remarks. The Commissioner can not act except in the case of districts, embraced in Section IV. ¶ 1.

4. To locate all school-houses, and not to abandon or change the site of any without good cause.

5. To examine by the whole Board, or a sub-committee appointed for that purpose, all candidates as teachers in the public schools of the town, and give to such as may be found qualified, in respect to moral character, literary attainments, and ability to govern and instruct children, a certificate signed by the chairman, which shall be valid for one year, or until annulled.

6. To annul the certificates of such teachers as shall prove, on trial, unqualified, or who will not conform to the regulations adopted by the committee.

7. To visit, by one or more of their number, every public school in town, at least twice during each term of schooling, once within two weeks after the opening, and again within two weeks preceding the close of the school, at which visits, they shall examine the register of the teacher, and other matters touching the school-house, library, studies, discipline, modes of teaching, and the improvement of the schools.

8. To suspend during pleasure, or expel during the current school year, all pupils found guilty, on full hearing, of incorrigibly bad conduct, and readmit the same, on satisfactory evidence of amendment.

9. To prescribe, and cause to be put up in each school-house, or furnished to each teacher, a general system of rules and regulations, for the admission and attendance of pupils, the classification, studies, books, discipline and methods of instruction, in the public schools.

10. To fill any vacancy in their own committee, or in the trustees of districts, occasioned by death, resignation, or otherwise, by an appointment, to continue till the next succeeding annual election, and no longer, at which time such vacancies shall be filled, by the town or district.

powers and duties of the school committee
, as prescribed in the above paragraphs,
ially from those in existing laws, except
clearly defined and classified.

the facilities for doing so, when enjoyed as now by compact villages, ought not to be thrown away.

3. To raise by tax at the annual meeting, or at any regular meeting called for the purpose, such sums of money for the support of public schools, as they shall judge necessary, which tax shall be voted, assessed and collected as other town taxes; *Provided*, that a sum equal to the amount received from the General Treasury for the support of public schools for the year next preceding, shall be raised, before any town shall be entitled to receive its proportion of the annual state appropriation.

Remarks. The limitation in the present law of the amount to be raised by tax for school purposes, to twice the sum received from the state, is here removed, and the extent to which the power of taxation shall be exercised is left to the discretion of the towns in reference to the actual wants of the public school at any time. The experience of sixteen years is sufficient to show that there is no danger of the people of any town taxing themselves oppressively for the support of public schools.

The *proviso* that every town shall raise as much money as it receives from the General Treasury, for the support of public schools, or something equivalent in effect, is indispensable to their immediate and permanent improvement in at least one half of the towns of the state. The relative position of the several towns arranged on a scale according to the condition of their public schools, and the interest manifested in their management and improvement, might be determined by the sums which they voluntarily raise for their support, in addition to what they receive from the state.

4. To elect by ballot or otherwise, at the annual town meeting, or at a meeting of the town previously designated for this purpose, a school committee to consist of three, six, nine or twelve persons resident in such town, as the town shall determine at the first meeting held for the choice of said committee after the passage of this act, one third of which committee shall serve three years, another third, two years, and the remaining third, one year, to be determined by lot among themselves, and at each annual election thereafter one third only of the number originally determined on by the town shall be chosen to serve for three years, unless to supply vacancies.

Remarks. By extending the term of office to three years, the board can be renovated in part every year; greater permanency in the policy of the committee is secured, while there will always be at least one third of the members who are acquainted with the contracts and arrangements of the previous year.

A single school officer for a town, paid for his services, and acting with the advice and co-operation of a county or the State School Commissioner, would be altogether a more simple and efficient system of local administration. This is the system now in successful operation in the State of New York.

V. The School Committees of the several towns, when qualified by oath or affirmation to the faithful discharge of their duties, are authorized and it shall be their duty,

1. To elect a chairman, and in his absence or inability to serve, a chairman *pro tem.*, who shall preside in all meetings, and sign all orders and official papers of the committee; and a clerk, who shall keep minutes of their votes and proceedings, in a book provided for that purpose, and have the custody of all papers and documents belonging to the committee; and either chairman or clerk may administer the oath or affirmation required of said other members of the school committee, and of trustees of school districts.

2. To hold at least four stated meetings, viz, on the 2d Monday of January, April, July, and October, in each year, and as often as the circumstances of the schools require; and one third of the whole number chosen, shall constitute a quorum for the transaction of business, but any less number may adjourn to another time and place.

3. To form, alter, and discontinue school districts, and to settle the boundaries between them when undefined or in dispute, subject to the direction or concurrence of the town, or the Commissioner of Public Schools.

Remarks. The Commissioner can not act except in the case of districts, embraced in Section IV. ¶ 1.

4. To locate all school-houses, and not to abandon or change the site of any without good cause.

5. To examine by the whole Board, or a sub-committee appointed for that purpose, all candidates as teachers in the public schools of the town, and give to such as may be found qualified, in respect to moral character, literary attainments, and ability to govern and instruct children, a certificate signed by the chairman, which shall be valid for one year, or until annulled.

6. To annul the certificates of such teachers as shall prove, on trial, unqualified, or who will not conform to the regulations adopted by the committee.

7. To visit, by one or more of their number, every public school in town, at least twice during each term of schooling, once within two weeks after the opening, and again within two weeks preceding the close of the school, at which visits, they shall examine the register of the teacher, and other matters touching the school-house, library, studies, discipline, modes of teaching, and the improvement of the schools.

8. To suspend during pleasure, or expel during the current school year, all pupils found guilty, on full hearing, of incorrigibly bad conduct, and readmit the same, on satisfactory evidence of amendment.

9. To prescribe, and cause to be put up in each school-house, or furnished to each teacher, a general system of rules and regulations, for the admission and attendance of pupils, the classification, studies, books, discipline and methods of instruction, in the public schools.

10. To fill any vacancy in their own committee, or in the trustees of school districts, occasioned by death, resignation, or otherwise, by an appointment, to continue till the next succeeding annual election, and no longer, at which time such vacancies shall be filled, by the town or district respectively.

Remarks. The powers and duties of the school committee of the several towns, as prescribed in the above paragraphs, do not differ materially from those in existing laws, except that they are more clearly defined and classified.

11. To apportion, as early as practicable in each year, among the several school districts, in case the public schools are maintained through their organization, the money received from the state, together with a like amount raised by tax in the town, one half equally, and the other half according to the average daily attendance in the public schools of each district, during the year next preceding, which money shall be designated as 'teachers' money,' and shall be applied to the wages of teachers, and for no other purpose whatever; and further to apportion any other money, either raised by tax over the sum received from the state, or derived from the registry tax or funds, grants, or other sources of revenue appropriated to public schools, in such manner as the town may determine.

Remarks. Under the existing law, the principle upon which the public money shall be distributed, is left with the town or school committee, and differs in different towns. In some towns the money is distributed equally among the districts, the smallest receiving as much as the largest, but in a majority of the towns, the rule in respect to districts is the same as that prescribed by law for the distribution from the General Treasury, among the several towns. Where either rule is acted upon exclusively, the result is great inequality and manifest injustice.

The double rule prescribed by the above paragraph, while it equalizes as far as possible the means of education, throughout the different districts of a town, will act directly and powerfully on one of the greatest evils that impairs the benefits of the public schools, viz. the non-attendance as well as irregular attendance of scholars, by making it the interest of parents and districts, to see that all the children of a school age, are punctually and regularly at school, and thus increasing their distributive share of the public money.

Should there remain after the distribution of what is designated "teacher's money," any funds for the same or other purposes, the town can adopt the above or other rules of distribution. The object should be to give to every district the pecuniary ability to employ a well qualified teacher or teachers, at least eight months in the year. To do this the small and poor districts must receive a larger amount in proportion to the number of children, than the central and populous districts. Unless it is done, a child born in a poor district is doomed to an inferior education, and to all the social and individual disadvantages of such an education.

12. To draw an order on the treasurer of the town in favor of such districts, and such districts only, as shall have made a return to them in matter and form required by said committee, or by the Commissioner of Public Schools, from which it shall appear, among other things, that for the year ending the 1st of May previous, one or more public schools had been kept for at least six months by a teacher properly qualified, and in a schoolhouse approved by the committee, and that the money designated "teachers' money," received from the treasurer of the town for the year previ-

ous, had been applied to the wages of teachers, and for no other purpose whatever.

Remarks. The conditions here imposed on the enjoyment of the public money by the districts, are as little onerous as the interest of the schools will admit. Unless a teacher whose qualifications have been ascertained by the proper authorities, can be employed for a term or terms, amounting in the aggregate to six months, in a school-house, where regard is had to the health, comfort, and successful labor of teacher and pupils, the cause of education by means of public schools might as well be given up. Under the operation of this provision, many of the dilapidated and inconvenient school-rooms of the state would soon disappear.

13. To prepare and submit annually, *First*, a return to the Commissioner of Public Schools, on or before the 1st of July, in matter and form as shall be prescribed by him; and *Second*, a written or printed report to the town, at the annual town meeting when the school committee is chosen, setting forth the doings of the committee, and the condition and plans for the improvement of the public schools of their respective towns; which report, unless printed, shall be read in open town meeting.

Remarks. This provision is essential to enable the Commissioner to make his report to the Legislature, and the town to act wisely in behalf of the schools.

§ VI. Whenever a town is not divided into school districts, or shall vote in a meeting duly warned for that purpose, to provide public schools of different grades without reference to such division, the school committee of said town shall perform all the duties devolved by this act on the trustees of school districts, and pay all necessary expenses of the system, by drafts on the treasurer of the town.

§ VII. Any town may establish and maintain a public school library for the use of the inhabitants generally of the town, and such library may be kept together at some convenient place, or be distributed into several parts, and transferred from time to time for the convenience of different districts or neighborhoods, under such rules and regulations as the town may adopt.

Remarks. The establishment of either a town library, or of school district libraries, as authorized by existing laws, and as provided for in Section XII. ¶ 4, is of the first importance. The success of either plan will depend on the action of the Legislature, for although here and there a town or district, actuated by a few liberal and enterprising citizens, may move in this matter, still the very towns and districts which need access to good books most, will not be likely to act unless some inducement is held out, by an appropriation on the part of the state, to be enjoyed on condition that a like amount is raised by the towns or districts.

The plan of a town library has some advantages over that of district libraries. Persons competent to make a judicious selection of books, are more likely to be found in the town,

than in a single district. The same amount of money can be more economically expended in the purchase of one library, than if divided up among the school districts, and each portion expended by a different committee for as many different libraries. By the latter course, there will almost of necessity be many books of the same kind, in the different districts of the same town, and the range of reading of each district be limited. By the plan contemplated in the above provision, each district or neighborhood will at any one time have access to as many books as under the district system, and in the course of the circulation of the different cases, to all of the books in the several districts, and the interest of novelty be kept alive by the constant supply of new authors.

§ VIII. The town clerk of every town shall keep a record of all votes and proceedings of the town relating to public schools, in a book provided for that purpose; shall receive and keep all school reports and documents addressed to the town, and receive such communications as may be forwarded by the Commissioner of Public Schools and dispose of the same in the manner directed by him.

§ IX. The treasurer of each town respectively shall apply to the General Treasurer, and receive all monies to which the town may be entitled under the apportionment and order of the Commissioner of Public Schools; shall keep a separate account of all moneys thus received, or appropriated by the town; shall give notice to the school committee, within one week after the regular annual town meeting, of the amount of moneys remaining in his hand, at the time, or subject to the order of said committee, specifying the sources from whence derived; and shall pay out said money from time to time, to the orders of the school committee, signed by the chairman.

III. School Districts. Section X–XX.

There has been every year since the first establishment of the school system, more or less of special legislation in reference to the creation of school districts, and the clothing them with power for specific purposes, particularly in reference to the building, management and repairs of school-houses.

§ X. Every regularly constituted school district shall be numbered, and its limits defined by the school committee of the town, which number and limits, and any alteration thereof, shall be entered on the records of the clerk of the town, and the records of the district.

§ XI. When any two or more districts shall be consolidated into one, the new district shall own all the corporate property of the several districts; and when a district shall be divided, or a portion set off to another district, the funds, property, or the income and proceeds thereof, belonging to such district, shall be distributed or adjusted among the several parts, by the school committee of the town or towns to which such district belongs, in a just and equitable manner.

§ XII. 1. Notice of the time, place, and object of holding the first meeting of any new district, shall be given by the committee of the town to which such district belongs.

2. Every school district shall hold an annual meeting, in the month of May in each year, for the choice of officers, and the transaction of any

other business relating to schools in said district, and shall also hold a special meeting whenever the same shall be duly called.

3. The trustees may call a special meeting whenever they shall think it necessary or proper, and shall call a special meeting on the written request of five residents in the district qualified to vote, which request shall state the object of calling the same.

4. District meetings shall be held at the district school-house. If there be no school-house, the trustees shall determine the place of meeting. If there be no trustees, the committee of the town to which such district belongs, shall determine the place of meeting, which shall, in all cases, be within the limits of the district.

Remarks. A distinction is here made between the regular *annual*, and a *special* meeting. In the former it is intended that any business relating to the affairs of the district may be transacted, whether in the notice or not, while in the latter, only the business of which mention is made in the notice, can be legally acted upon.

5. Notice of the time and place of every annual meeting, and of the time, place, and object of every special meeting of the district, shall be given at least five days inclusive, previous to holding the same.

6. The trustees, or if there be no trustees, then the committee of the town, shall give the notice of a district meeting, either by publishing the same in a newspaper printed in the district, or by putting the notice on the district school-house, or on a sign-post within the district, or in some other mode previously designated by the district; but if there be no such newspaper, school-house, or sign-post, or other mode so designated, then the committee of the town to which such district belongs, shall determine how and where the notice shall be given.

7. Every person residing in the district, may vote in district meetings, to the same extent, and with the same restrictions, as he may at the time be qualified to vote in town meeting.

8. Every district meeting may appoint a moderator, and adjourn from time to time.

Remarks. In the absence of any number specified to the contrary, a majority of the legal voters present would constitute a quorum to transact business or to adjourn the meeting.

§ XIII. Every school district shall be a body corporate and shall have power

1. To prosecute and defend in all actions relating to the property and affairs of the district.

2. To purchase, receive, hold and convey any real or personal property for school purposes.

3. To build, purchase, hire and repair school-houses, and supply the same with black-boards, maps, furniture, and other necessary and useful appendages—*Provided*, that the erection and repairs of the district school-house shall be made according to plans and specifications approved by the school committee of the town, or the Commissioner of Public Schools

Remarks. The approbation of the school committee, or of the Commissioner is required to protect the tax-payers against the abuse of the taxing privilege on one hand, by an unnecessarily expensive structure, and on the other, to save the dis-

tricts from a small, unventilated and inconveniently constructed school-house.

4. To establish and maintain a school library.

Remarks. This is to enable such districts as are prepared to establish a library, to act without being fettered by the want of public spirit in the town.

5. To employ one or more teachers.

Remarks. This latitude is necessary in order to reach the case of large districts, where a gradation of schools may be desirable.

6. To raise money by tax on the rateable estates of the district; and to fix a rate of tuition to be paid by the parents, employer or guardian of each child attending school, towards the expense of fuel, books, and the other estimated expenses of the school, over and above the sum accruing to the district from the state and town appropriations; *Provided*, that the rate of tuition for any one term of three months, shall not exceed one dollar per scholar; *and provided further*, that the amount of such tax, and the rate of tuition, shall be approved and authorized by the school committee of the town.

Remarks. The power to fix a rate of tuition, in advance, instead of assessing the expenses of the school over and above the sum accruing from the state and town appropriation at the close, is new, but will operate favorably, inasmuch as the rate of tuition cannot be large even if it goes to the full extent allowed by law, and yet in the aggregate will be a large addition to the pecuniary means of the district. The poor must of course be exempted in all or in part from this charge, in the same way they would be from any other tax, and yet being so small, and if collected in advance, there is scarcely a person in the state who would ask to be exempted.

7. To elect at the annual meeting, by ballot or otherwise, one person, resident in the district, to serve as trustee for the district, and to hold his office for three years—*Provided*, that at the first election after the passage of this act, three persons shall be thus elected, one of whom shall serve one, a second, two, and the third, three years, to be determined by lot among themselves; *and provided further*, that any new district may choose three trustees as above, at the first meeting called after its formation, and the term of office of the one designated by lot to serve one year, shall expire at the next annual meeting of the school districts.

Remarks. This provision guards against the frequent and entire change of trustees, in reference to the pecuniary concerns of the districts, the contracts with teachers, and all that relates to the efficient and systematic local administration of the school system. The duties and responsibilities of this officer are important, and their enlightened performance requires experience as well as public spirit.

§ XIV. The trustees of every school district, when qualified to the faithful discharge of the duties of their office, are authorized, and it shall be their duty,

1. To have the custody of the school-houses and other property of the district.

2. To give notice of all meetings of the district in the manner provided.

3. To employ, unless otherwise directed by the district, one or more qualified teachers, for every fifty scholars in average daily attendance, provide school rooms, and furnish the same with fuel, properly prepared.

Remarks. Fifty scholars in average daily attendance, is equivalent to a school of at least sixty-five scholars, and is a large, by far too large a number for one teacher. And yet in many of the manufacturing districts, especially during the period of what is called the *free school*, eighty, and even one hundred scholars, of all ages, and a great variety of studies, are crowded into one school-room, under one teacher, defying all classification, discipline and thoroughness of instruction. Pursuing the course indicated by the above paragraph, and with the increased means provided for in other sections, the trustees can reduce the chaos to something approaching to system.

4. To visit the schools by one or more of their number twice at least during each term of schooling.

5. To see that the scholars are properly supplied with books and in case they are not, and the parents, guardians or masters have been notified thereof by the teacher, to provide the same at the expense of the district, and add the price thereof to the next school tax or rate bill of said parents.

Remarks. Nothing short of the power with which the trustees are here invested, will do away with the complaint, and just complaints of teachers, respecting the inadequate supply of suitable books. In more than four-fifths of the returns which have been received from teachers, a number of children are mentioned as not supplied with books. It would be better in most of the districts, and even the towns, to have the books purchased by, or under the direction of the school committee or trustees, and furnished when needed to the children, and the expense put into the tax or rate bill of the parents.

6. To make out the tax and rate bills against the persons liable to pay the same, as shall be voted by the district.

7. To appoint a clerk, collector and treasurer of the district, who shall exercise the same powers and duties in their respective districts, as the clerk, treasurer and collector of the town, in their respective towns.

8. To make such returns to the school committee in matter and form, as shall be prescribed by them, or the Commissioner of Public Schools, and perform all other lawful acts that may be required of them by the district, or which may be necessary to carry into full effect the powers and duties of school districts.

§ XV. 1. Whenever a tax shall be voted by any district, the same shall be levied on the rateable estate in said district, according to the estimate and apportionment in the tax bill of the town to which such district belongs, last completed, or next to be completed, as said district may direct.

2. Whenever any real estate situated within the district is so assessed and entered in the tax bill of the town in common with other estate situated out of said district, that there is no distinct or separate value upon it, the trustees of the district may call upon the assessors of the town, and it shall be the duty of said assessors on such application, to assess the value of said real estate so situated, and in making such assessment, to proceed as in making the tax bill of the town.

§ XVI. If any school district shall neglect or refuse to establish a school and employ a teacher for the same for seven months, the school committee of the town may establish such school and employ a teacher, as the trustees of the district might have done; and any school district may, with the consent of the school committee, devolve all the powers and duties relating to public schools in said district, on said committee.

Remarks. There were more than forty districts in the state, in the winter of 1843–44, in which the children had not enjoyed the benefit of a public school, for periods varying from nine months to two years previous.

§ XVII. Any town, at any legal meeting, may vote to provide school-houses, furnish the same with fixtures and necessary and useful appendages, in all the districts, from time to time, at the common expense of the town.

Remarks. This is the practice in Providence, Warren, Bristol and Newport, and is undoubtedly the wisest course.

Secondary Schools.

§XVIII. Any two or more adjoining primary school districts in the same or adjoining towns, may by a concurrent vote agree to establish a secondary or grammar school, for the older and more advanced children of such districts, under the management of a committee, composed of one member from each of said districts, to be appointed annually for each district, by the school committee of the town, or towns to which such districts belong respectively; and said secondary school committee shall locate the school, provide school-house, fuel and furniture, employ teachers, regulate the studies, the terms of admission, the number of pupils to be admitted, the rate of tuition, and have the general control of the school; *Provided*, that no teacher shall be employed in any secondary school without exhibiting a certificate of qualification, signed by a school inspector for the county, or the Commissioner of Public Schools.

Remarks. The establishment of what is here called a *secondary* school, that is, a school above the grade of a primary or ordinary district school, where the compactness and number of the population will allow of its being done in any district, or as above provided for, by the united action of two or more adjoining districts, is of the first importance. In the absence of this class of public schools, the teacher of a district school is overburdened with the variety of ages, studies and classes, to which he is obliged to attend, while this want of classification, and the consequent inefficiency in the instruction and discipline of the school, is made the reason for the withdrawal of the children of the wealthy and educated, and the establishment of expensive private or select schools. This

state of things is disastrous in every point of view. It limits public education to a very low standard, in respect both to quality and quantity. It practically gives the monopoly of a better education to comparatively few in a town. It divides the funds and interest appropriated to educational purposes, and thus renders both portions less efficacious in the general result than the whole would be. And what in the end is far more unfortunate, it is at war with all our social and political theories, and does more than all other causes combined, to lay the foundation in early life, in manners, culture and attainments, for broad and unfortunate distinctions in society.

The plan of a thorough gradation of schools, such as prevails in Providence, and when that is not practicable, of a primary school for the younger children, under a female teacher, in each primary school district, and of one or more secondary schools for the older children, for as wide a circle as can be embraced without subjecting the most distant to too much travel, would in itself cure most of the acknowledged evils in the public schools. It would reduce at once one half the variety of ages, studies and classes, lead to the permanent and more general employment of female teachers for the younger children, do away with many difficulties in school discipline, carry forward the education of the older scholars under well qualified male teachers to a point now only attained in private schools, and thus help to train up a class of young men and young women to become afterwards, through the agency of teacher's institutes and normal schools, well qualified teachers for all the public schools of the state.

One thing is certain, this class of schools will exist. If they are not established and incorporated into the system of public schools, they will be supported as private schools. In the former case they become an unmixed good. In the latter, the benefits are confined to a few, and thus operate most injuriously on the public schools.

§ XIX. The school committee of the town or towns in which such secondary school shall be established, shall draw an order in favor of the committee of said school, to be paid out of the public money appropriated to each district interested in said secondary school, in proportion to the number of scholars from each; and to encourage the establishment of such schools, the Commissioner of Public Schools is authorized to draw an order on the General Treasurer for the sum of fifty dollars, in favor of the committee of each secondary school, which shall have been conducted in a manner to meet his approval, for a period of six months of the year prior to the date of such order.

Remarks. The inducement here held out for the establishment of secondary schools is small, but will operate favorably. The aggregate amount likely to be drawn from the General

Treasury for this purpose, in any one year, cannot be large, and the appropriation can be discontinued as soon as the benefits of the classification of schools here contemplated have once been demonstrated by a fair trial—a trial which it is not probable any district will make, unless under the inducement here held out.

JOINT DISTRICTS IN ADJOINING TOWNS.

§ XX. Whenever it shall be found convenient to form a school district of two or more contiguous districts, or parts of two or more contiguous districts in adjoining towns, such towns respectively concurring therein, may form such district, and alter and discontinue the same.

1. The first meeting of any district composed of parts of two or more towns, shall be called by a notice signed by the school committees of the several towns to which such parts belong, and set up in one or more public places, in each town within the limits of the joint district; and said district may, from time to time thereafter, prescribe the mode of calling and warning the meetings, in like manner as other school districts may do.

2. Every district established by two or more towns, shall have all the powers, and perform all the duties allowed or prescribed in regard to school districts, and shall be subject to the supervision and general management of the school committee of the town in which the school of the joint district may be kept, or the school-house, when erected, may stand.

3. Whenever a joint district shall vote to build or repair a school-house by tax, the amount of such tax, and the plan and specification of such building or repairs shall be approved by the school committee of the towns out of which said district is formed.

Remarks. There are about forty districts so situated as to make this arrangement desirable.

IV. Teachers. Section XXI–II.

§ XXI. No person shall be employed to teach as principal or assistant, in any school supported in part, or entirely, by public money, unless such person shall exhibit a certificate of qualification, signed either

1. By the chairman of the school committee of any town, which shall be valid for one year from the date thereof, in any public school or district in said town, unless annulled; or

2. By an inspector for the county, which shall be valid for two years from the date thereof, in every town and district of the county for which such inspector shall be appointed, which last certificate, when signed by the Commissioner of Public Schools, shall be valid in any public school of the state for three years, unless the same is annulled.

Provided, That neither of the above authorities shall sign any certificate of qualification, unless the person named in the same shall produce evidence of good moral character, and be found on examination, or by experience, qualified to teach the English language, arithmetic, penmanship, and the rudiments of geography and history, and to govern a school.

Remarks. "As is the teacher so will be the school" has become an axiom among educators on this, as well as on the other side of the Atlantic, and the character of the teachers employed in the public schools of this state, will depend on the fidelity and intelligence with which the provisions of this section are acted upon by the authority named therein. If they insist, before signing the certificate of qualification of any can-

didate, on full and satisfactory evidence of good moral character, and the ability to teach, (which includes not only knowledge, but the power of imparting that knowledge,) the studies specified, and the capacity of government, then the public schools will cease to be "cities of refuge" for those who can find no abiding place elsewhere, or who assume its duties, because they are less onerous, or more lucrative than any other employment for the brief period of three or four months.

It would be well if the whole power of granting certificates in the first instance, could be exercised exclusively by the county inspectors, or the professors in the Normal school, after a public examination of candidates at an appointed time and place; but in the present circumstances of the schools and the system, this would be impracticable, as well as create much inconvenience and dissatisfaction.

The range of studies specified above is narrow enough, and yet the ability to teach well the English language, the first and last study of every school of every grade for an American citizen and scholar, can be made the test of the highest intellectual ability and attainment.

§ XXII. Every teacher in any public school, shall keep a register of all the scholars attending said school, their ages, their parents or guardians, the date when each scholar entered and left said school and their daily attendance, together with the day of the month on which said school was visited by any of the authorities named in this act, with the names of the visitors.

Remarks. Without a school register, accurately kept, and open at all times to the inspection of parents and school officers, there can be no well authenticated source of school statistics—nothing by which the average or aggregate attendance of children at school can be ascertained, as the basis on which a portion of school money is to be distributed. Without it, it can never be certainly known how far the children of a district or town are benefited, by the appropriation of the money of the state or town, and how much of that money is virtually lost by the non-attendance, or the late and irregular attendance of a portion of the children of a proper school age. The register, if kept as above provided, becomes a check on the fidelity of the various officers entrusted with the administration of the law.

MISCELLANEOUS PROVISIONS.

§ XXIII. The General Treasurer shall pay to the treasurer of the town of Charleston, the sum of one hundred dollars annually, to be expended under the direction of some suitable person or persons to be appointed annually by the Governor, in support of a school for the use of the members of the Narragansett tribe of Indians, and for the purchase of books and other incidental expenses of said school; and an account of the expenditure of said money shall be rendered annually to the General Assembly, and a

report of the condition of the school be transmitted to the Commissioner of Public Schools, on or before the first Monday of May; *Provided*, that in the apportionment of the public money, by the said Commissioner, and by the school committee of the town of Charlestown, the number of the Narragansett Indians in such town shall not be included.

Remarks. This provision is copied from the existing law.

§ XXIV. No child shall be excluded from any public school in the district to which such child belongs, if the town is divided into districts; and if not so divided, from the nearest public school, except by force of some general regulation, applicable to all children under the same circumstances; and in no case, on account of the inability of the parent, guardian, or employer of the same, to pay his or her tax, rate, or assessment, for any school purpose whatever.

Remarks. This provision asserts the cardinal principle of a system of common or public schools, by placing the education of all children, the rich and the poor, on the same republican platform, as a matter of common interest, common duty and common right. In the assessment of any tax, or tuition for school purposes, the same abatement or entire exemption, in regard to the poor, must be made as in laying a tax for any other purpose.

§ XXV. 1. No child under the age of twelve years, shall be employed to work in any manufacturing establishment, unless such child shall have attended, at least three months of the twelve months next preceding such employment, some public or private day school, where instruction is given in orthography, reading, writing and arithmetic.

2. If the owner or agent or superintendent of any manufacturing establishment shall employ any child in such establishment contrary to the provisions of this act, he shall be fined fifty dollars for each offence, to be recovered by indictment before any court of competent jurisdiction.

3. A certificate signed and sworn to by the instructor of the school where any child may have attended, that such child has received the instruction herein intended to be secured, shall be deemed and taken to be sufficient evidence of that fact in all cases arising under this act.

Remarks. The above section respecting children employed in manufacturing establishments, has been in operation since 1841. They are altogether insufficient to meet the evil, although in some districts and towns they have been productive of much good, and if faithfully executed, would accomplish still more. Further legislation is required, but is not expedient till a more active and intelligent public sentiment is awakened to the mighty wrong which is done to the state, as well as to the children, by thus depriving them, mainly through the cupidity of parents, of their natural right to an education.

§ XXVI. The school committee of any town, or the trustees of any school district, are authorized to make arrangements with the committee of any adjacent town, or the trustees of any adjacent district, for the attendance of such children as will be better accommodated in the public schools of such adjacent town or district, as the case may be, and to pay such a portion of the expense of said schools, as may have been agreed on, or as may be just and proper.

Remarks. Children thus situated are found in very many districts and towns. In case there is a difference of opinion between the school officers of the different towns or districts, an appeal can be made by either party, directly to the tribunal provided for in Section XXXI.

§ XXVII. Any money appropriated to the use of public schools, which shall be applied by a town, school district, or any officer thereof, to any other purpose than that specified by the law, shall be forfeited to the state; and any officer, or person who shall fraudulently make a false certificate or order, by which any money appropriated to public schools shall be drawn from the treasury of the state, or the town, shall forfeit the sum of fifty dollars to the state—and it shall be the duty of the Commissioner of Public Schools to bring a suit to recover said forfeitures in behalf of the state.

Remarks. The limiting the expenditure of the state appropriation and an equal amount from the town, to the payment of teachers, and to this object exclusively, imposes the necessity of guarding against its diversion to other purposes, such as rent and repairs of school-house, fuel, and the appendages of a school-house, which is now sometimes done.

§ XXVIII. Any person legally chosen or appointed, who shall refuse to be qualified and discharge any duty imposed by this or any other act in relation to public schools, shall forfeit the sum of ten dollars, to be collected for the use of public schools, by the treasurer of the town in which such person resides.

Remarks. Inconvenience is not unfrequently experienced now, from the refusal of intelligent men to serve on the school committee, and now that the local administration of the school system is devolved by the act on trustees, elected by the legal voters of the district, it is all-important that the most intelligent and experienced persons should feel it to be an imperative duty to devote some portion of their time to the more thorough education of all the children of the neighborhood or town, or else suffer the penalty.

§ XXIX. Every person who shall be convicted before any competent magistrate or court, of wilfully interrupting or disturbing any public or private school, or any meeting lawfully and peaceably held for purposes of literary and scientific improvement, either within or without the place where such school or meeting is held, shall be imprisoned not exceeding one year, or fined not exceeding five hundred dollars.

§ XXX. In the construction of this act, the word "town" shall include the city of Providence, so far only as to entitle the same to a distributive share of the money appropriated to the support of public schools, on making the annual report required of the several school committees, in matter and form as prescribed by the Commissioner of Public Schools.

Remarks. The school system now in operation in the city of Providence, can be safely pointed to as a model for other cities, and populous villages, for the simplicity and completeness of its organization, for its efficient and harmonious administra-

tion, its liberal appropriations, and its beneficent results. As all that this act aims to do for other towns in the state, is amply provided for in the school system of Providence, and any thing which should unexpectedly check the progress, or disturb the operation of this system would be a detriment to the cause of education in the state, it is left untouched.

§ XXXI. Any person conceiving himself aggrieved in consequence of any decision made by any school district meeting, or by the trustees of any district, or the committee of any town, or by a county inspector, or concerning any other matter arising under this Act, may appeal to the Commissioner of Public Schools, who is hereby authorized and required to examine and decide the same: and the decision of said Commissioner, when approved by any Judge of the Supreme Court, shall be final and conclusive.

Remarks. The liberty of appeal here given in the incipient stages of any controversy arising among the inhabitants, teachers and officers of any district or town, to a tribunal which ought to be abundantly competent to decide finally all matters growing out of the operation of laws relating to public schools, without cost or delay to the parties, will harmonize many conflicting interests and differences of opinion before they have ripened into bitter neighborhood feuds, and protracted and expensive litigation.

This feature is taken from the New-York school system, where it has been productive of very beneficial results, and been the means of dispensing equal, exact, cheap and speedy justice, by the adjustment of various differences incident to the working of a system comprehending so great a diversity of interests.

§ XXXII. All general acts and resolutions heretofore passed relating to public schools, and all acts authorizing particular towns and districts to build school-houses, and perform other duties now provided for in the preceding sections, are hereby repealed.

Provided, That all acts and resolutions relating to the public schools in the city of Providence, and the town of Newport, are hereby continued in force.

Provided further, That all rights vested in any person or persons by virtue of any of the acts hereby repealed, shall remain unimpaired and unaltered by this act; and that all matters commenced by virtue of any of the laws aforesaid now depending or unfinished, may be prosecuted and pursued to final effect, in the same manner as they might have been, if this act had not been passed.

§ XXXIII. This Act shall not take effect till after the next session of the General Assembly, and in the mean time the existing laws relative to public schools shall continue in force.

Such are the various provisions of an act intended to preserve not only the frame work of the system of public schools now in operation in this state, but most of its details; and from the remarks which accompany such of its features as are novel,

or likely to be misunderstood, it will be evident, that only such new elements are introduced as experience has proved to be necessary to supply acknowledged defects, to aid, invigorate, and sustain what has proved useful, and to secure constantly increasing improvement in public schools and other means of popular education.

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Documents referred to in the Report of the Commissioner of Public Schools, submitted November 1, 1845.

APPENDIX. NUMBER IX.

AN ACT

RELATING TO PUBLIC SCHOOLS,

PASSED JUNE 27, 1845.

It is enacted by the General Assembly as follows:

I. STATE APPROPRIATION AND SUPERVISION. Section I—III.

SECTION 1. For the uniform and efficient administration of this Act, and the supervision and improvement of such schools as may be supported in any manner out of appropriations from the General Treasury, the Governor shall appoint an officer, to be called the Commissioner of Public Schools, who shall hold his office one year, and until his successor shall be appointed, with such compensation for his services, and allowance for his expenses, as the General Assembly shall determine.

SEC. II. For the encouragement and maintenance of public schools in the several towns and cities of the State in the manner hereinafter prescribed, the sum of twenty-five thousand dollars is hereby annually appropriated, payable out of the annual avails of the School Fund, and of the money deposited with this State by the United States, and other moneys not otherwise specially appropriated; and the General Treasurer is authorized and directed to pay all orders drawn by the Commissioner of Public Schools in pursuance of the provisions of this act, or of resolutions of the General Assembly: *Provided*, the aggregate amount of such orders in any one year shall not exceed the sum of twenty-five thousand dollars.

SEC. III. The Commissioner of Public Schools is authorized and it is made his duty—

¶ 1. To apportion annually, in the month of May, the money appropriated to public schools, among the several towns of the State, in pro-

¶ 3. To form, alter, and discontinue school districts, and to settle the boundaries between them when undefined or in dispute, subject to the direction or concurrence of the town, or the Commissioner of Public Schools.

¶ 4. To locate all school-houses, and not to abandon or change the site of any without good cause.

¶ 5. To examine by the whole board, or a sub-committee appointed for that purpose, all candidates as teachers in the public schools of the town, and give to such as may be found qualified, in respect to moral character, literary attainments, and ability to govern and instruct children, a certificate signed by the chairman, which shall be valid for one year, or until annulled.

¶ 6. To annul the certificates of such teachers as shall prove, on trial, unqualified, or who will not conform to the regulations adopted by the committee.

¶ 7. To visit, by one or more of their number, every public school in town, at least twice during each term of schooling, once within two weeks after the opening, and again within two weeks preceding the close of the school, at which visits, they shall examine the register of the teacher, and other matters touching the school-house, library, studies, discipline, modes of teaching, and the improvement of the schools.

¶ 8. To suspend during pleasure, or expel during the current school year, all pupils found guilty, on full hearing, of incorrigibly bad conduct, and re-admit the same, on satisfactory evidence of amendment.

¶ 9. To prescribe, and cause to be put up in each school-house, or furnished to each teacher, a general system of rules and regulations, for the admission and attendance of pupils, the classification, studies, books, discipline and methods of instruction, in the public schools.

¶ 10. To fill any vacancy in their own committee, or in the trustees of school districts, occasioned by death, resignation, or otherwise, by an appointment, to continue till the next succeeding annual election, and no longer, at which time such vacancies shall be filled by the town or district respectively.

¶ 11. To apportion, as early as practicable in each year, among the several school districts, in case the public schools are maintained through their organization, the money received from the State, one half equally, and the other half according to the average daily attendance in the public schools of each district, during the year next preceding, which money shall be designated as "teachers' money," and shall be applied to the wages of teachers, and for no other purpose whatever; and further to apportion any other money, either raised by tax over the sum received from the State, or derived from the registry tax or funds, grants, or other sources of revenue appropriated to public schools, in such manner as the town may determine.

¶ 12. To draw an order on the treasurer of the town in favor of such districts, and such districts only, as shall have made a return to them in matter and form required by said committee, or by the Commissioner of Public Schools, from which it shall appear, among other things, that for the year ending the 1st of May previous, one or more public schools had been kept for at least four months by a teacher properly qualified, and in a school-house approved by the committee, and that the money designated

Second,—Plans and suggestions for their improvement;

Third,—Such other matters relating to the duties of his office, as he may deem useful and proper to communicate.

II. Powers and Duties of Towns. Section IV—IX.

Sec. IV. To provide for the education of all the children residing within their respective limits, the several towns and cities of the state are empowered and it shall be their duty—

¶ 1. To lay off their respective territory into primary school districts, and to alter or abolish the same when necessary; *Provided*, that unless with the approbation of the Commissioner of Public Schools, no new district shall be formed with less than forty children, over four and under sixteen years of age; and that no existing district, by the formation of a new one, shall be reduced below the same number of like persons; And that no village or populous district shall be subdivided into two or more districts for the purpose of maintaining a school in each under one teacher, when two or more schools of different grades for the younger and older children, can be conveniently established in said district; or

¶ 2. To establish and maintain, (without forming, or recognizing when formed, districts as above,) a sufficient number of public schools of different grades, at convenient locations, under the entire management and regulation of the school committee hereinafter provided.

¶ 3. To raise by tax at the annual meeting, or at any regular meeting called for the purpose, such sums of money for the support of public schools, as they shall judge necessary, which tax shall be voted, assessed and collected as other town taxes; *Provided*, that a sum equal to one third of the amount received from the General Treasury for the support of public schools for the year next preceding, shall be raised, before any town shall be entitled to receive its proportion of the annual State appropriation.

¶ 4. To elect by ballot or otherwise, at the annual town meeting, or at a meeting of the town previously designated for this purpose, a school committee, to consist of three, six, nine or twelve persons resident in such town, as the town shall determine at the first meeting held for the choice of said committee after the passage of this act.

Sec. V. The School committees of the several towns, when qualified by oath or affirmation to the faithful discharge of their duties, are authorized and it shall be their duty—

¶ 1. To elect a chairman, and in his absence or inability to serve, a chairman *pro tem.*, who shall preside in all meetings, and sign all orders and official papers of the committee; and a clerk, who shall keep minutes of their votes and proceedings, in a book provided for that purpose, and have the custody of all papers and documents belonging to the committee; and either chairman or clerk when qualified may administer the oath or affirmation required of said other members of the school committee, and of trustees of school districts.

¶ 2. To hold at least four stated meetings, viz., on the 2d Monday of January, April, July, and October, in each year, and as often as the circumstances of the schools require; and a majority of the whole number chosen, shall constitute a quorum for the transaction of business, but any less number may adjourn to any time and place.

SEC. XII. ¶ 1. Notice of the time, place, and object of holding the first meeting of any district, shall be given by the committee of the town to which such district belongs.

¶ 2. Every school district shall hold an annual meeting in the month of May in each year, for the choice of officers, and the transaction of any other business relating to schools in said district, and shall also hold a special meeting whenever the same shall be duly called.

¶ 3. The trustees may call a special meeting whenever they shall think it necessary or proper, and shall call a special meeting on the written request of five residents in the district qualified to vote, which request shall state the object of calling the same.

¶ 4. District meetings shall be held at the district school-house. If there be no school-house, the trustees shall determine the place of meeting. If there be no trustees, the committee of the town to which such district belongs, shall determine the place of meeting, which shall, in all cases, be within the limits of the district.

¶ 5. Notice of the time and place of every annual meeting, and of the time, place, and object of every special meeting of the district, shall be given at least five days inclusive, previous to holding the same.

¶ 6. The trustees, or if there be no trustees, then the committee of the town, shall give the notice of a district meeting, either by publishing the same in a newspaper printed in the district, or by putting the notice on the district school house, or on a sign-post within the district, or in some other mode previously designated by the district; but if there be no such newspaper, school house, or sign-post, or other mode so designated, then the committee of the town to which such district belongs, shall determine how and where the notice shall be given.

¶ 7. Every person residing in the district may vote in district meetings, to the same extent, and with the same restrictions, as he may at the time be qualified to vote in town meeting.

¶ 8. Every district meeting may appoint a moderator, and adjourn from time to time.

SEC. XIII. Every school district shall be a body corporate, and shall have power—

¶ 1. To prosecute and defend in all actions relating to the property and affairs of the district.

¶ 2. To purchase, receive, hold and convey any real or personal property for school purposes.

¶ 3. To build, purchase, hire and repair school houses, and supply the same with black-boards, maps, furniture, and other necessary and useful appendages; *Provided*, that the erection and repairs of the district school house shall be made according to plans and specifications approved by the school committee of the town, or the Commissioner of Public Schools.

¶ 4. To establish and maintain a school library.

¶ 5. To employ one or more teachers.

¶ 6. To raise money by tax on the rateable estates of the district, for school purposes; and to fix a rate of tuition to be paid by the parents, employer or guardian of each child attending school, towards the expense of fuel, books, and other estimated expenses of the school, over and above the sum accruing to the district from the state and town appropriations; *Provided*, that the rate of tuition, for any one term of three months, shall not exceed one dollar per scholar; *and provided further*, that the amount

"teachers' money," received from the treasurer of the town for the year previous, had been applied to the wages of teachers, and for no other purpose whatever.

¶ 13. To prepare and submit annually, *First*, a return to the Commissioner of Public Schools, on or before the 1st of July, in matter and form as shall be prescribed by him; and *Second*, a written or printed report to the town, at the annual town meeting when the school committee is chosen, setting forth the doings of the committee, and the condition and plans for the improvement of the public schools of their respective towns; which report, unless printed, shall be read in open town meeting.

Sec. VI. Whenever a town is not divided into school districts, or shall vote in a meeting duly warned for that purpose, to provide public schools of different grades without reference to such division, the school committee of said town shall perform all the duties devolved by this act on the trustees of school districts, and pay all necessary expenses of the system, by drafts on the treasurer of the town.

Sec. VII. Any town may establish and maintain a public school library for the use of the inhabitants generally of the town, and such library may be kept together at some convenient place, or be distributed into several parts, and transferred from time to time for the convenience of different districts or neighborhoods, under such rules and regulations as the town may adopt.

Sec. VIII. The town clerk of every town shall keep a record of all votes and proceedings of the town relating to public schools, in a book provided for that purpose; shall receive and keep all school reports and documents addressed to the town, and receive such communications as may be forwarded by the Commissioner of Public Schools, and dispose of the same in the manner directed by him.

Sec. IX. The treasurer of each town respectively shall apply to the General Treasurer, and receive all monies to which the town may be entitled under the apportionment and order of the Commissioner of Public Schools; shall keep a separate account of all monies thus received, or appropriated by the town; shall give notice to the school committee, within one week after the regular annual town meeting, of the amount of monies remaining in his hand, at the time, or subject to the order of said committee, specifying the sources from whence derived; and shall pay out said money from time to time, to the orders of the school committee, signed by the chairman.

III. School Districts. Section X—XIX.

Sec. X. Every regularly constituted school district shall be numbered, and its limits defined by the town, or the school committee of the town, which number and limits, and any alteration thereof, shall be entered on the records of the clerk of the town, and the records of the district.

Sec. XI. When any two or more districts shall be consolidated into one, the new district shall own all the corporate property of the several districts; and when a district shall be divided, or a portion set off to another district, the funds, property, or the income and proceeds thereof, belonging to such district, shall be distributed or adjusted among the several parts, by the school committee of the town or towns to which such district belongs, in a just and equitable manner.

SEC. XII. ¶ 1. Notice of the time, place, and object of holding the first meeting of any district, shall be given by the committee of the town to which such district belongs.

¶ 2. Every school district shall hold an annual meeting in the month of May in each year, for the choice of officers, and the transaction of any other business relating to schools in said district, and shall also hold a special meeting whenever the same shall be duly called.

¶ 3. The trustees may call a special meeting whenever they shall think it necessary or proper, and shall call a special meeting on the written request of five residents in the district qualified to vote, which request shall state the object of calling the same.

¶ 4. District meetings shall be held at the district school-house. If there be no school-house, the trustees shall determine the place of meeting. If there be no trustees, the committee of the town to which such district belongs, shall determine the place of meeting, which shall, in all cases, be within the limits of the district.

¶ 5. Notice of the time and place of every annual meeting, and of the time, place, and object of every special meeting of the district, shall be given at least five days inclusive, previous to holding the same.

¶ 6. The trustees, or if there be no trustees, then the committee of the town, shall give the notice of a district meeting, either by publishing the same in a newspaper printed in the district, or by putting the notice on the district school house, or on a sign-post within the district, or in some other mode previously designated by the district; but if there be no such newspaper, school house, or sign-post, or other mode so designated, then the committee of the town to which such district belongs, shall determine how and where the notice shall be given.

¶ 7. Every person residing in the district may vote in district meetings, to the same extent, and with the same restrictions, as he may at the time be qualified to vote in town meeting.

¶ 8. Every district meeting may appoint a moderator, and adjourn from time to time.

SEC. XIII. Every school district shall be a body corporate, and shall have power—

¶ 1. To prosecute and defend in all actions relating to the property and affairs of the district.

¶ 2. To purchase, receive, hold and convey any real or personal property for school purposes.

¶ 3. To build, purchase, hire and repair school houses, and supply the same with black-boards, maps, furniture, and other necessary and useful appendages; *Provided*, that the erection and repairs of the district school house shall be made according to plans and specifications approved by the school committee of the town, or the Commissioner of Public Schools.

¶ 4. To establish and maintain a school library.

¶ 5. To employ one or more teachers.

¶ 6. To raise money by tax on the rateable estates of the district, for school purposes; and to fix a rate of tuition to be paid by the parents, employer or guardian of each child attending school, towards the expense of fuel, books, and other estimated expenses of the school, over and above the sum accruing to the district from the state and town appropriations; *Provided*, that the rate of tuition, for any one term of three months, shall not exceed one dollar per scholar; *and provided further*, that the amount

of such tax and the rate of tuition, shall be approved and authorized by the school committee of the town.

¶ 7. To elect at the annual meeting, by ballot or otherwise, one person, resident in the district, to serve as trustee for the district, and to hold his office for three years; *Provided*, that the first election after the passage of this act, three persons shall be thus elected, one of whom shall serve one, a second, two, and the third, three years, to be determined by lot among themselves; *and provided further*, that any new district may choose three trustees as above, at the first meeting called after its formation, and the term of office of the one designated by lot to serve one year, shall expire at the next annual meeting of the school districts.

8. To appoint a clerk, collector and treasurer of the district, who shall exercise the same powers and duties in their respective districts, as the clerk, treasurer and collector of the town, in their respective towns.

Sec. XIV. The trustees of every school district, when qualified to the faithful discharge of the duties of their office, are authorized, and it shall be their duty—

¶ 1. To have the custody of the school houses and other property of the district.

¶ 2. To give notice of all meetings of the districts in the manner provided.

¶ 3. To employ at their discretion, one or more qualified teachers, for every fifty scholars in average daily attendance, provide school rooms, and furnish the same with fuel, properly prepared.

¶ 4. To visit the schools by one or more of their number, twice at least during each term of schooling.

¶ 5. To see that the scholars are properly supplied with books, and in case they are not, and the parents, guardians or masters, have been notified thereof by the teacher, to provide the same at the expense of the district, and add the price thereof to the next school tax or rate bill of said parents.

¶ 6. To make out the tax and rate bills for tuition, against the persons liable to pay the same, as shall be voted by the district.

¶ 7. To make such returns to the school committee in matter and form, as shall be prescribed by them, or the Commissioner of Public Schools, and perform all other lawful acts that may be required of them by the district, or which may be necessary to carry into full effect the powers and duties of schoool districts.

Sec. XV. ¶ 1. Whenever a tax shall be voted by any district, the same shall be levied on the ratable estate in said district, according to the estimate and apportionment in the tax bill of the town to which such district belongs, last completed, or next to be completed, as said district may direct.

¶ 2. Whenever any real estate situated within the district is so assessed and entered in the tax bill of the town, in common with other estate situated out of said district, that there is no distinct or separate value upon it, the trustees of the district may call upon one or more of the assessors of the town, not residing in said district; and it shall be the duty of said assessors on such application, to assess the value of said real estate so situated, and in making such assessment, to proceed as in making the tax bill of the town.

Sec. XVI. If any school district shall neglect or refuse to establish a

school and employ a teacher for the same for nine months, the school committee of the town may establish such school, and employ a teacher, as the trustees of the district might have done; and any school district may, with the consent of the school committee, devolve all the powers and duties relating to public schools in said district, on said committee.

SEC. XVII. Any town, at any legal meeting, may vote to provide school-houses, furnish the same with fixtures and necessary and useful appendages, in all the districts, from time to time, at the common expense of the town.

SEC. XVIII. ¶1. Any two or more adjoining primary school districts in the same or adjoining towns, may by a concurrent vote, agree to establish a secondary or grammar school, for the older and more advanced children of such districts, under the management of a committee, composed of one member from each of said districts, to be appointed annually for each district, by the school committee of the town, or towns to which such districts belong respectively; and said secondary school committee shall locate the school, provide school house, fuel and furniture, employ teachers, regulate the studies, the terms of admission, the number of pupils to be admitted, the rate of tuition, and have the general control of the school; *Provided*, that no teacher shall be employed in any secondary school, without exhibiting a certificate of qualification, signed by a school inspector for the county, or the Commissioner of Public Schools.

¶ 2. The school committee of the town or towns in which such secondary school shall be established, shall draw an order in favor of the committee of said school, to be paid out of the public money appropriated to each district interested in said secondary school, in proportion to the number of scholars from each.

SEC. XIX. ¶ 1. Whenever it shall be found convenient to form a school district of two or more contiguous districts, or parts of two or more contiguous districts in adjoining towns, such towns respectively concurring therein, may form such district, and alter and discontinue the same.

¶ 2. The first meeting of any district composed of parts of two or more towns, shall be called by a notice signed by the school committees of the several towns to which such parts belong, and set up in one or more public places, in each town within the limits of the joint district; and said district may, from time to time thereafter, prescribe the mode of calling and warning the meetings, in like manner as other school districts may do.

¶ 3. Every district established by two or more towns, shall have all the powers, and perform all the duties allowed or prescribed in regard to school districts, and shall be subject to the supervision and general management of the school committee of the town in which the school of the joint district may be kept, or the school-house, when erected, may stand.

¶ 4. Whenever a joint district shall vote to build or repair a school-house by tax, the amount of such tax, and the plan and specification of such building or repairs shall be approved by the school committee of the towns out of which said district is formed.

IV. TEACHERS. Section XX–I.

SEC. XX. No person shall be employed to teach as principal or assistant, in any school supported in part, or entirely, by public money, unless such person shall exhibit a certificate of qualification, signed either—

¶ 1. By the chairman of the school committee of any town, or the sub-committee appointed for this purpose, which shall be valid for one year from the date thereof, in any public school or district in said town, unless annulled; or,

¶ 2. By an inspector for the county, which shall be valid for two years from the date thereof, in every town and district of the county for which such inspector shall be appointed, which last certificate, when signed by the Commissioner of Public Schools, shall be valid in any public school of the State, for three years, unless the same is annulled.

Provided, That neither of the above authorities shall sign any certificate of qualification, unless the person named in the same shall produce evidence of good moral character, and be found on examination, or by experience, qualified to teach the English language, arithmetic, penmanship, and the rudiments of geography and history, and to govern a school.

SEC. XXI. Every teacher in any public school, shall keep a register of all the scholars attending said school, their ages, their parents or guardians, the date when each scholar entered and left said school, and their daily attendance, together with the day of the month on which said school was visited by any of the authorities named in this act, with the names of the visitors.

MISCELLANEOUS PROVISIONS.

SEC. XXIII. No child shall be excluded from any public school in the district to which such child belongs, if the town is divided into districts; and if not so divided, from the nearest public school, except by force of some general regulation, applicable to all children under the same circumstances; and in no case, on account of the inability of the parent, guardian, or employer of the same, to pay his or her tax, rate, or assessment, for any school purpose whatever.

SEC. XXIV. The school committee of any town, or the trustees of any school district, are authorized to make arrangements with the committee of any adjacent town, or the trustees of any adjacent district, for the attendance of such children, as will be better accommodated in the public schools of such adjacent town or district, as the case may be, and to pay such a portion of the expense of said schools, as may have been agreed upon, or as may be just and proper.

SEC. XXV. Any money appropriated to the use of public schools, which shall be applied by a town, school district, or any officer thereof, to any other purpose than that specified by the law, shall be forfeited to the state; and any officer or person who shall fraudulently make a false certificate or order, by which any money appropriated to public schools shall be drawn from the treasury of the State, or the town, shall forfeit the sum of fifty dollars to the State; and it shall be the duty of the Commissioner of Public Schools to bring a suit to recover said forfeitures in behalf of the State.

SEC. XXVI. In the construction of this act, the word "town" shall include the city of Providence, so far only as to entitle the same to a distributive share of the money appropriated to the support of public schools, on making the annual report required of the several school committees, in matter and form as prescribed by the Commissioner of Public Schools.

SEC. XXVII. Any person conceiving himself aggrieved in conse-

quence of any decision made by any school district meeting, or by the trustees of any district, or the committee of any town, or by a county inspector, or concerning any other matter arising under this Act, may appeal to the Commissioner of Public Schools, who is hereby authorized and required to examine and decide the same: and the decision of said Commissioner, when approved by any Judge of the Supreme Court, shall be final and conclusive.

SEC. XXVIII. All general acts and resolutions heretofore passed relating to public schools, and all acts authorizing particular towns and districts to build school houses, and perform other duties now provided for in the preceding sections, are hereby repealed.

Provided, That all acts and resolutions relating to the public schools in the city of Providence, and the town of Newport, are hereby continued in force.

Provided further, That all rights vested in any person or persons by virtue of any of the acts hereby repealed, shall remain unimpaired and unaltered by this act; and that all matters commenced by virtue of any of the laws aforesaid, now depending or unfinished, may be prosecu ted and pursued to final effect, in the same manner as they might have been, if this act had not been passed.

SEC. XXIX. This act shall not take effect till after the next session of the General Assembly, and in the mean time the existing law relative to public schools shall continue in force.

Passed June Session, 1845.

HENRY BOWEN, *Sec.*

NARRAGANSETT INDIANS.

SEC. XXII. The General Treasurer shall pay to the treasurer of the town of Charlestown, the sum of one hundred dollars annually, to be expended under the direction of some suitable person or persons to be appointed annually by the Governor, in support of a school for the use of the members of the Narragansett tribe of Indians, and for the purchase of books and other incidental expenses of said school; and an account of the expenditure of said money shall be rendered annually to the General Assembly, and a report of the condition of the school be transmitted to the Commissioner of Public Schools, on or before the first Monday of May; *Provided*, that in the apportionment of the public money, by the said Commissioner, and by the school committee of the town of Charlestown, the number of the Narragansett Indians in such town shall not be included.

AN ACT TO PROVIDE FOR THE EDUCATION OF THE INDIGENT BLIND, AND THE INDIGENT DEAF MUTES, IN THIS STATE.

[Passed January 25, 1845.]

It is enacted by the General Assembly as follows:

SECTION 1. The sum of fifteen hundred dollars is hereby annually appropriated for the education, at "the American Asylum at Hartford, for the instruction of the deaf and dumb," of the indigent deaf mutes of this State; and for the education of the indigent blind of this State, at the institution for education of the blind located at South Boston.

SEC. 2. Said sum shall be paid out of the General Treasury to the orders of Byron Diman, of Bristol, who is hereby appointed commissioner for the distribution of said appropriation, with full authority to determine which of said persons in this state shall be admitted to the benefit thereof, and the portion which such shall receive: *Provided*, that no one person shall receive any portion thereof for more than five years, nor a greater sum in any one year than one hundred dollars.

INDEX.

ADDRESSES, duty of Commissioner to make, III. ¶ 5
ADMISSION, of pupils to schools, regulated by school committee, V. ¶ 9.
AFFIRMATION. *See oaths.*
ALTERATION of school districts, may be made by town, IV. ¶ 1.—by school committee, V. ¶ 3.—in certain cases prohibited, V. ¶ 1, *proviso*
ANNUAL MEETING of school district, when held, XII. ¶ 2.—notice of, how given, XII. ¶ 2.
ANNUAL REPORT, of Commissioner, III. ¶ 10.—school committee, V. ¶ 13.
ANNUAL RETURN of school committee, V. ¶ 13.
ANNUL certificates, by whom done, V. ¶ 6.
APPORTIONMENT of school money by Commissioner, III. ¶ 1.—by school committee. V ¶ 11.
APPEAL TO COMMISSIONER, in all cases provided for, XXVI.
APPENDAGES to school houses, to be provided by district XIII. ¶ 3.
APPROPRIATIONS FROM GENERAL TREASURER, amount of, II.—how, when and by whom apportioned, III. ¶ 1.—by whom, and in whose favor drawn, III. ¶ 2.—by whom payable, II.
ARITHMETIC, XX. *proviso.*
ASSESSORS, duty of when called on by trustees of districts, XV. ¶ 2.
ASSISTANT TEACHERS, must be examined, XX.
ATTENDANCE, register of to be kept by teachers, XXI.—average daily, half of state school money to be apportioned according to, V. ¶ 11.
BILL. *See rate bill—tuition.*
BLACKBOARDS, districts may furnish by tax, XIII. ¶ 3.
BOOKS used in schools—subject to regulations of school committee, V. ¶ 9.—Commissioner may recommend, III. ¶ 6.—may have uniformity, do.—to be provided by trustees, when parents neglect or refuse to furnish them, XIV. ¶ 5.
BOOKS for school returns, to be prepared by Commissioner, III. ¶ 3.
CHAIRMAN of school committee, V. ¶ 1.
CHARLESTOWN, Indians in. *See Narragansett Indians.*
CERTIFICATE of qualification to teach, to whom given, XX. *proviso.*—by whom, XX. ¶ 1, 2. III. ¶ 9.—by whom annulled, V. ¶ 6.—to run one year when given by school committee.—do. two years, by county inspector.—three years by Commissioner.
CLERK of district, XII, ¶ 8.—of school committee, V. ¶ 1.
COLLECTOR of school district, how appointed, XIII. ¶ 8.—to proceed like collector of town taxes, XIII. ¶ 8.
COMMITTEE of town. *See school committee.*
COMMISSIONER OF PUBLIC SCHOOLS, office created, I.—appointed by Governor, I.—term of service, I.—compensation, I.—duties of, III. ¶ 1–10. XXVI.
CONDITIONS on which public money can be enjoyed by towns, III. ¶ 2.—by school districts, V. ¶ 12.
CONSOLIDATION of school districts, XI.
CONTIGUOUS school districts, in adjoining towns, XIX. ¶ 1.
CONTROVERSIES, on any matter relating to schools, III. ¶ 4. XXVI.
CUSTODY of school house, XIV. ¶ 1.
CORPORATE POWERS, given to school districts, XIII.
COUNTY INSPECTORS, *see Inspectors.*
DECISIONS of Commissioner, final in all cases referred to him by parties interested, III. ¶ 4.—in all cases when approved by a Judge of the Supreme Court, XXVI.
DISCIPLINE of Schools, subject to regulations of school committee, V. ¶ 9.
DISTRICT. *See school district.*
DUTIES of Commissioner of public school, III.—Towns, IV–IX.—School committee of towns, V.—District, X–XX.—Trustees of district, XIII.—Teachers, XXI.
DISPUTES arising under this Act, III. ¶ 4.
DIVISIONS of districts, corporate property, how divided, XI.
ELECTION of school committee by town, IV. ¶ 4.—of chairman and clerk by school committee, V. ¶ 1.—of sub-committee to examine teachers, V. ¶ 5.—of trustees by school districts, XIII. ¶ 7.—of clerk, collector and treasurer, XIII. ¶ 8.
EXAMINATION of candidates to teach by county inspector, III. ¶ 8.—by school committee, V. ¶ 5.—by sub-committee, V. ¶ 5.
EXCLUSION from school cannot be made on account of poverty of parents, XXII.
EXPULSION of pupils from school, by school committee, V. ¶ 8.
FUEL, properly prepared, to be supplied by trustees, XIV. ¶ 3.
FIFTY scholars, average daily attendance of, enough for one teacher, XIV. ¶ 3.
FIRST MEETING, of school districts, XII. ¶ 1.
FURNITURE of school room, XIII. ¶ 3.
FORFEITURE, of school money, XXIV.
FORMS for returns, &c., to be furnished by commissioner, III. ¶ 3.—distributed by town clerk, VIII.—III. ¶ 3.
GENERAL TREASURER, duties of, II.
GEOGRAPHY, XX. *proviso*
GRADATION of schools provided for, IV. ¶ 2.
GRAMMAR OR SECONDARY SCHOOLS may be established, XVIII. ¶ 1, 2.
HIRE, school rooms, districts may, XIII. ¶ 3.
HISTORY, XX. *proviso.*
INSPECTION OF SCHOOLS. *See supervision, visitation.*
INSPECTORS, county, appointed by Commissioner, III. ¶ 8.—duties of, III. ¶ 8.
INSTITUTE TEACHERS, III. ¶ 7.
JOINT DISTRICTS may be formed from adjoining districts in two or more towns, XIX.—powers of, when formed, do.
LENGTH of district school, V. ¶ 12.
LIBRARY, public school, for towns, VII.—for districts, XIII. ¶ 4.
LIMITS of school districts, to be defined and recorded, X.
LOCATION of school houses, V. ¶ 4.
MAPS for schools may be furnished by districts, XIII. ¶ 3.
MEETINGS of school committee, V. ¶ 2.—of school districts, annual, XII. ¶ 2.—special, do.

MISCONDUCT of pupils when incorrigible, V. ¶ 6.
METHODS or modes of teaching, to be inquired into by school committee, V. ¶ 7.
MONEY, when forfeited to state, XXIV.
NORMAL SCHOOL duty of Commissioner to establish, III. ¶ 7.
NUMBER of pupils for one teacher, XIV. ¶ 3.
NOTICE of district meetings, XII.
NARRAGANSETT INDIANS, school for, XXII.
OATH or affirmation, all facts in cases submitted to commissioners to be verified by, III. ¶ 4.—to be taken by school committee, V.—by trustees of districts, XIV.—may be administered by chairman or clerk of school committee, V. ¶ 1.
ORDERS on general treasurer, III. ¶ 2.—on town treasurer, made and signed by chairman of school committee, IX.
PENMANSHIP, every teacher must be able to teach, XX. *proviso.*
PRESIDENT or chairman of school committee, duties of, V. ¶ 1.—*pro. tem.*
PRIMARY SCHOOL DISTRICTS. *See school districts.*
PUBLIC SCHOOLS, open to all children, XXII.
PURCHASE, real or personal property, power to give to districts, XIII. ¶ 2.
QUALIFICATIONS, of teachers, XX. *proviso.*—certificate of, required, XX.—of voters in school district meeting, XII. ¶ 7.
QUARTERLY MEETINGS of school committee, V. ¶ 2.
RATE BILL, for tuition may be established by district, XIII. ¶ 6.—amount of, limited, XIII. ¶ 6, *proviso.*—to be made out by trustees, XIV. ¶ 6.
REAL ESTATE, when not distinctly valued in tax bill of town, how to be assessed, XV. ¶ 2.
RECORD, of decisions, &c., to be kept by Commissioner, III. ¶ 10.—of towns relating to public schools, VIII.—of alterations of school districts, X.
REGISTER of school to be kept by teachers, XXI.
REGISTRY tax, how apportioned, V. ¶ 11.
REGULATIONS respecting books, studies, attendance, &c., to be made by school committee V. ¶ 9.
RENT or hire. *See hire.*
REPAIRS of school houses to be made after plans approved by school committee or Commissioner, XIII. ¶. 3.
REPEAL of all former acts to take place after October session, 1845. XXVIII.
REPORT of Commissioner, III. ¶ 13.—of school committee, V. ¶ 13.
REPORTS, form and regulations for making, to be prepared, and forwarded to town clerks, by Commissioner, III. ¶ 3.
RESTORATION of pupils suspended or expelled, V. ¶ 8.
RESIDENTS OF SCHOOL DISTRICTS, how far they vote, XII. ¶ 7.
RETURNS to Commissioner, to be made by school committee, V. ¶ 13.—by trustees of districts, XIV. ¶ 7.
RULES respecting books, &c. *see Regulations.*
SCHOOL HOUSE, may be provided by town, XVII.—by districts, XIII. ¶ 3.—plan of, to be approved, do. *proviso.*—furnished with maps, furniture, do.—located by school committee, V. ¶ 4.—duty of trustees respecting, XIV. ¶ 1, 3.—how provided for joint district, XIX. ¶ 4.—for secondary schools, XVIII. ¶ 1, 6, 7.
SCHOOL LIBRARIES, Commissioners may assist in establishing and selecting books for III. ¶ 6 *see Libraries.*
SECONDARY school, defined, XVIII. ¶ 1.—how established, do.—how supported, do. ¶ 2.
SITE for school house, V. ¶ 4.
STATE CERTIFICATE of qualifications, may be given by Commissioner, III. ¶ 9.
STUDIES in school, subject to regulation of school committee, V. ¶ 9.
SUB-COMMITTEE of examination, V. ¶ 5.
SUPERVISION of schools. *See Visitation.*
SUSPEND or expel pupils from school, by whom done, V. ¶ 8.
SCHOOL BOOKS. *See Books.*
SCHOOL COMMITTEE, appointed by towns, IV. ¶ 4.—number of, IV. ¶ 4.—duties of, V. ¶ 1-13, when town is not districted, VI.
SCHOOL DISTRICTS, how created and altered, IV. ¶ 1.—powers of, X-XIX.
SPECIFICATIONS for the building and repairs of school houses, must be approved, XIII ¶ 3.
SPECIAL MEETING of school districts, XII. ¶ 3.
SUITS for school money falsely drawn or illegally applied, to be brought by Commissioners, XXIV.
SUPREME COURT, Judge of, when to be called on, XXVI.
TAX, towns empowered to raise money by, for school purposes, IV. ¶ 3.—must raise a sum equal to one third received from state, IV. ¶ 3, *proviso.*—school districts empowered to raise money by, XIII. ¶ 6.—to be levied according to tax list of the town, XV. ¶ 1.—town or district to be laid and executed like any town tax, IV. ¶ 3. XIII. ¶ 8.
TAX AND RATE BILLS to be made out by trustees of districts. XIV. ¶ 6.
TEACHERS, qualification of, XXX. *proviso.*—certificate of, by whom given, XXI. ¶ 1, 2.—by whom annulled, do.—must keep register, XXI.
TEACHERS' MONEY, what designated, V. ¶ 11,—how apportioned, V. ¶ 12.
TOWN CLERK, duties of, respecting public schools, VIII.
TOWN school libraries, VII.
TOWN TREASURER, do. IX.
TREASURER, general or state, do. II.
TRUSTEES of school districts, how chosen, XIII. ¶ 7.—duties of, XIV.
TUITION, rate of, may be fixed by districts, XIII. ¶ 6.—subject to approval of school committee, do. *proviso.*
UNIFORMITY of school books in same town, commissioners may secure, III. ¶ 6.
VACANCIES, in school committee, in trustee of districts, to be filled by school committee V. ¶ 10.
VILLAGE, or popular school districts, cannot be subdivided, except with the approbation of Commissioner, III. ¶ 1.
VISITATION of schools by Commissioner, III. ¶ 5.—school committee, V. 7.—county inspectors III. ¶ 8.—trustees of school districts, XIV. ¶ 4.
VOTERS, who may be in district meetings, XII. ¶ 7.

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Documents referred to in the Report of the Commissioner of Public Schools, submitted November 1, 1845.

APPENDIX NUMBER X.

STATISTICAL TABLES,

RELATING TO POPULATION, VALUATION AND EXPENDITURES FOR PUBLIC SCHOOLS AND OTHER PURPOSES.

TABLE 1 presents, in the aggregate of children between the ages of five and fifteen, the usual, but not exclusive subjects of public instruction; and in the whole number, under fifteen years, the basis on which the annual appropriation from the General Treasury will be apportioned among the several towns, through which the children are distributed.

TABLE 2 indicates to some extent the modification in the organization and instruction of public schools, required by the predominant occupation of the people in different sections of the State, and of the same town; the number of certain classes, for whose education and well-being special provision should be made; and the results of neglect somewhere, by which so many of the adult population are returned as ignorant of the lowest form of intellectual instruction.

TABLE 3 presents a general view of the population of the different States; the compactness or sparseness with which that population is distributed; the comparative rank of each state in the downward scale of ignorance, and in other particulars, as indicated by the census of 1840, taken under the authority of the United States.

TABLE 4 exhibits the amount of real and personal property in the State, as estimated by the assessors of the several towns, as the basis of the town tax, in 1844, together with the aggregate valuation in 1822, as made by a committee appointed by the General Assembly.

TABLE 5 presents a comparative view of the valuation of several states.

TABLES 6, 7 and 8, exhibit the annual expenses of the State and of the several towns, for schools and other purposes.

I. POPULATION.

TABLE 1. POPULATION ACCORDING TO CENSUS OF 1840.

COUNTIES.	WHITE POPULATION. under 5 years.	over 5 and under 10 years.	over 10 and under 15 years.	under 15 years.	COLORED POPULA. under 15 years.	Total number of persons under 15 years.
PROVIDENCE Co.						
Providence,	3,040	2,267	2,008	7,315	384	7,699
N. Providence,	541	480	451	1,472	24	1,496
Smithfield,	1,095	1,053	1,155	3,303	8	3,311
Cumberland,	642	564	571	1,777	1	1,778
Scituate,	503	464	485	1,452	14	1,466
Cranston,	395	340	282	1,017	20	1,037
Johnston,	306	277	302	886	12	898
Glocester,	275	277	282	834	1	835
Foster,	304	271	252	827		827
Burrillville,	258	218	234	710	4	714
Total.	7,359	6,211	6,023	19,593	468	20,061
NEWPORT COUNTY.						
Newport,	981	840	759	2,580	108	2,688
Portsmouth,	212	168	187	567	3	570
Middletown,	113	71	115	299	3	302
Tiverton,	437	400	377	1,214	17	1,231
Little Compton,	165	155	169	489	3	492
New Shoreham,	157	121	132	410	18	428
Jamestown,	32	29	36	97	4	101
Total.	2,097	1,784	1,775	5,656	156	5,812
WASHINGTON Co.						
South Kingstown,	515	429	434	1,378	90	1,468
Westerly,	238	215	230	683	8	691
North Kingstown,	357	298	334	989	26	1,015
Exeter,	248	216	189	653	27	680
Charlestown,	130	113	124	367	15	382
Hopkinton,	223	207	208	638	5	643
Richmond,	173	157	192	522	12	534
Total.	1,884	1,635	1,711	5,230	183	5,413
KENT COUNTY.						
Warwick,	770	764	766	2,300	69	2,369
Coventry,	430	403	410	1,243	2	1,245
E. Greenwich,	170	152	155	477	26	503
W. Greenwich,	186	163	160	509	4	513
Total.	1,556	1,482	1,491	4,529	101	4,630
BRISTOL COUNTY.						
Bristol,	425	347	411	1,188	63	1,246
Warren,	244	243	197	684	13	697
Barrington,	60	57	71	188	5	193
Total.	729	647	679	2,055	81	2,136
TOTAL FOR STATE.	13,625	11,759	11,679	37,063	989	38,052

TABLE 2. POPULATION ACCORDING TO CENSUS OF 1840.

	Number of persons employed in									
	Agriculture.	Commerce.	Manufactures and trades.	Navigation.	Learned professions and Engineers.	Deaf-mutes.	Blind.	Insane.	Number of white persons over 20 years of age who cannot read or write.	Population in 1840.
PROVIDENCE Co.										
Providence,	142	929	3948	422	165	11	16	49	780	23,171
North Providence,	402	22	1025	15	15	2			21	4,207
Smithfield,	3,419		6071	15	23	4	2	6	19	9,534
Cumberland,	684	23	1284	5	18	1	1	4	13	5,225
Scituate,	828	9	932	6	18			8	160	4,090
Cranston,	552	6	457	19	12	1	1	5	6	2,902
Johnston,	213	27	78		3			8		2,477
Glocester,	598	13	168		7	1		4	3	2,304
Foster,	1,088		175	2	5	9	4	7	44	2,181
Burrillville,	522	13	164		3	2		3	13	1,982
Total,	8,448	1,042	14,302	484	269	31	24	94	1,059	58,073
NEWPORT COUNTY.										
Newport,	131	50	1,089	311	30	8	9	34	62	8,333
Portsmouth,	491	7	61	6	9	8		13	2	1,706
Middletown,	343	2	16	5	1			2	1	891
Tiverton,	315	19	335	84	15	1	3	5	17	3,183
Little Compton,	305	3	17	13	7		1	2		1,327
New Shoreham,	131			31	4	4	2	5	33	1,069
Jamestown,	139	1	9			1		6		365
Total,	1,855	82	1,527	450	66	22	15	67	115	16,874
WASHINGTON Co.										
South Kingstown,	1,099	46	174	5	19	1	3	9	54	3,717
Westerly,	387	25	193	43	6	2	1	7	27	1,912
North Kingstown,	536	10	402	28	11	5		3	1	2,909
Exeter,	614		99			9	4	1	14	1,776
Charlestown,	255	2	30	2	2	2		1	8	923
Hopkinton,	415	7	204	4	4		3	1	6	1,726
Richmond,	319		238	1	6		1	2	7	1,361
Total,	3,655	90	1,340	83	48	19	12	24	117	14,324
KENT COUNTY,										
Warwick,	652	3	2,490	21	18	1	1	6	20	6,726
Coventry,	619		796	2	5	2	3	9	200	3,433
East Greenwich,	322	13	117	14	16	1	6	8	7	1,509
West Greenwich,	496		108		2		1	7	92	1,415
Total,	2,089	16	3,511	37	41	4	11	30	319	13,083
BRISTOL COUNTY.										
Bristol,	358	44	426	180	16		2	1		3,490
Warren,	92	72	157	483	16	1			4	2,437
Barrington,	120	2	8		1					549
Total,	570	118	591	663	33	1	2	1	4	6,476
Aggregate for State,	16,617	1,348	21,271	1,717	457	77	64	216	1,514	108,830

TABLE 3. POPULATION OF THE UNITED STATES ACCORDING TO CENSUS OF 1840.

STATES.	Total population.	Number of inhabitants to the square mile.	WHITE POPULATION.									RANK OF STATE ACCORDING TO				
			Total.	No. of white inh. to square mile.	Over 5 and under 15 years.	Over 20 years.	Whites over 20 years who cannot read or write.					Size of territory.	White population.	Colored population.	Total population.	Increase from 1830 to 1840.
							Number of	Ratio to whole population,	Ratio to white population,	Ratio to white pop. over 20,	Rank of State according to,					
Maine,	501.793	15.3	500.438	15.3	131.864	235.177	3.241	155	154	72	21	17	9	23	13	13
New Hampshire,	284.574	29.9	284.036	29.9	66.611	149.811	.942	302	301	159	26	21	19	26	22	20
Massachusetts,	737.699	98.3	729.030	97.2	155.214	402.761	4.448	165	164	90	20	23	5	10	8	15
Rhode Island,	108.830	81.2	105.587	78.8	23.438	56.834	1.614	67	65	35	24	26	24	18	24	18
Connecticut,	309.978	65.0	301.856	63.4	67.543	154.843	.526	589	574	294	27	24	17	13	20	22
Vermont,	291.948	28.6	291.218	28.5	72.174	144.106	2.270	129	128	63	22	20	18	24	21	23
New York,	2.428.921	52.7	2.378.890	51.6	587.361	1.155.632	44.452	54	53	26	4	9	1	2	1	12
New Jersey,	373.306	44.8	351.588	42.3	89.283	166.964	6.385	58	55	26	17	22	13	7	18	16
Pennsylvania,	1.724.033	39.1	1.676.115	38.0	432.415	765.917	33.940	51	49	22	8	12	2	4	2	11
Delaware,	78.085	36.8	58.561	24.0	14.801	27.828	4.832	18	12	6	19	25	26	9	26	27
Maryland,	469.232	33.6	318.204	22.8	76.507	163.087	11.605	40	26	14	14	19	16	1	15	21
Virginia,	1.239.797	19.3	740.968	11.6	195.567	329.969	58.787	21	12	5	1	1	4	3	4	24
North Carolina,	753.419	15.7	484.870	10.1	133.351	209.683	56.609	11	8	3	3	8	10	6	7	26
South Carolina	594.398	21.2	259.084	9.3	70.544	112.581	20.615	28	12	5	12	18	20	12	11	25
Georgia,	691.392	11.1	407.695	6.5	119.108	160.957	30.717	23	13	5	9	3	12	19	9	10
Alabama,	590.756	12.8	335.185	7.3	99.624	130.300	22.592	26	14	6	11	10	14	20	12	7
Mississippi,	375.651	8.1	179.074	3.9	49.886	74.838	8.360	45	21	9	15	11	22	22	17	4
Louisiana,	352.411	7.3	158.457	3.2	36.739	78.920	4.861	73	31	17	18	7	23	5	19	8
Tennessee,	829.210	20.7	640.627	16.0	191.650	247.930	58.531	14	11	4	2	14	7	16	5	14
Kentucky,	779.828	18.5	590.253	14.0	166.752	242.974	40.018	19	14	5	5	13	8	14	6	17
Ohio,	1.519.467	38.8	1.502.122	38.3	414.772	638.740	35.394	43	42	18	7	15	3	8	3	9
Indiana,	685.866	18.5	678.702	18.3	200.281	268.049	38.100	17	16	7	6	16	6	15	10	6
Illinois,	476.183	9.1	472.254	8.1	131.749	198.613	27.502	19	18	8	10	6	11	17	14	3
Missouri,	383.702	6.	323.888	5.1	91.276	131.659	19.457	19	18	8	13	2	15	21	16	5
Arkansas,	97.574	1.7	77.174	1.4	22.130	30.545	6.567	15	12	5	16	5	25	27	25	2
Michigan,	212.267	3.5	211.560	3.5	55.780	86.189	2.173	98	97	39	23	4	21	25	23	1
Dist. of Columbia,	43.712	437.1	30.657	306.5	7.099	14.395	1.033	42	29	14	25	27	27	11	27	19
Total, 27	16.934.032	13	14.088.093		3.713.519	6.379.202	545.571	31	26	12						

II. VALUATION.

TABLE 4. VALUATION OF PERSONAL AND REAL ESTATE IN EACH TOWN, IN 1844, WITH THE AGGREGATE FOR EACH COUNTY AND FOR THE STATE IN 1822.

TOWNS.	1822.	1844.			
	Aggregate of real and personal property, as estimated by State Committee.	Personal.	Real.	Aggregate.	Aggregate at full value.
NEWPORT COUNTY.					
Newport, ...	$2.000.000	$1.329.900	$2.094.300	$3.424.200	$3.424.200
Portsmouth, . .	800.000	75.000	900.000	975.000	975.000
Middletown, . .	450.000	56.050	613.975	670.025	675.025
Tiverton, . . .	790.000	318.150	*1.274.135	1.592.285	2.082.500
Little Compton, .	500.000	233.450	595.450	828.900	828.900
Jamestown, . .	350.000	53.100	289.430	342.530	342.530
New Shoreham, .	190.000	24.370	153.127	177.497	177.497
Total, ...	5.080.000	2.090.020	5.920.417	8.010.437	8.505.652
BRISTOL COUNTY.					
Bristol, ...	1.500.000	824.500	1.047.300	1.871.800	1.871.800
Warren, ...	620.000	595.350	479.350	1.074.700	1.074.700
Barrington, . . .	190.000	64.000	* 173.550	237.550	316.733
Total, ...	2.310.000	1.483.850	1.700.200	3.184.050	3.263.233
PROVIDENCE COUNTY.					
Providence, . . .	9.500.000	10.328.300	12.067.200	22.495.500	22.495.500
N. Providence, .	1.250.000	902.400	1.047.600	1.950.000	1.950.000
Cumberland, . .	870.000	620.000	†1.378.665	1.998.665	2.343.331
Smithfield, . . .	1.800.000	986.432	§1.037.916	2.024.348	3.062.264
Burrillville, . . .	650.000	158.500	‡ 531.158	689.658	1.034.487
Glocester, . . .	680.000	127.800	716.700	844.500	844.500
Foster, ...	630.000	38.040	524.765	562.805	562.805
Scituate, ...	950.000	109.600	‡ 860.400	970.000	1.455.000
Johnston, ...	640.000	44.000	‡ 545.000	589.000	883.500
Cranston, . . .	1.000.000	244.150	1.318.350	1.562.500	1.562.500
Total, ...	17.970.000	13.559.222	20.027.754	33.686.976	36.193.887
KENT COUNTY.					
Warwick, . . .	1.300.000	603.900	1.811.950	2.415 850	2.415.850
East Greenwich,	460.000	52.600	§ 321.000	373.600	534.100
W. Greenwich,	460.000	62.600	§ 345.533	407.533	581.999
Coventry, ...	900.000	203.000	‡ 1.084.000	1.287.000	1.287.000
Total, ...	3.120.000	922.100	3.562.483	4.483.983	4.818.949
WASHINGTON COUNTY					
Westerly, . . .	470.000	243.300	423.350	666.650	666.650
Charlestown, . .	350.000	25.000	* 225.000	250.000	333.333
S. Kingstown, .	1.100.000	133.550	1.200.600	1.334.150	1.334.150
N. Kingstown, .	870.000	138.730	§ 411.008	549.738	1.099.476
Richmond, . . .	300.000	26.237	202.719	228.956	457,912
Exeter, ...	600.000	81.945	‖ 504.840	586.785	1.760.265
Hopkinton, . .	470.000	23.650	‡ 267.350	291.000	436.500
Total, ...	4.160.000	672,412	3.234.867	3.907.279	6.088.286
Aggregate for State,	32.640.000	18.727.604	34.445.721	53.272.725	58.870.007

* Estimated at three-fourths its value. † Estimated at four-fifths its value. ‡ Estimated at two-thirds its value. § Estimated at one-half its value. ‖ Estimated at one-third its value.

The aggregate valuation of personal and real estate in 1822, was made by the assessors of the towns, and revised and corrected by commissioners appointed by the General Assembly. The valuation for 1844 was the basis on which the town tax was assessed in that year. In the last column, real estate is entered at its full value, in order to present a comparative view of the valuation of each town.

TABLE 5. COMPARATIVE VIEW OF THE AGGREGATE VALUATION OF DIFFERENT STATES, AND THE PROPORTION TO EACH INDIVIDUAL, ACCORDING TO THE CENSUS OF 1840.

	Aggregate.	Amount to each individual.
Maine,	$69,249,424	$138 00
New Hampshire,	90,181,828	317 25
Vermont,	67,512,772	231
Massachusetts,	299,878,329 31	406 50
Connecticut,	100,805,497 36	325 20
Rhode Island,	59,570,007	541
New York,	605,646,095	249

III. FINANCES OF THE STATE.

TABLE 6. INCOME FOR 1844–5.

Balance in Treasury, May, 1844,	6,150 00
Tax on capital of Banks,	25,175 00
Interest of permanent School Fund invested in Bank Stock,	2,482 00
Interest on U. S. Surplus Revenue, loaned to banks and towns, and appropriated to schools,	11,577 00
From councils for licences to sell ardent spirits,	3,428 00
From courts for fines, &c.	1,410 00
Tax for exemption from military duty,	3,242 00
Hawking and pedling licences,	3,575 00
Tax on banks for increase of capital,	1,459 00
Income of Pawtucket Turnpike,	2,400 00
Tax on foreign Insurance Companies,	1,125 00
Miscellaneous sources,	2,841 00
Money hired,	25,000 00
Total Receipts,	$89,879 00

Militia Tax. By law a tax of fifty cents is assessed upon every person liable to do military duty, who does not choose to equip himself and perform the same: the avails of the tax are annually divided among those who volunteer to perform the service specified in the law.

Permanent School Fund. According to the Report of the General Treasurer for May, 1845, the Permanent School Fund created under the Act of 1828, consists of

332 shares of Mechanics Bank Stock, at $50 per share,	$16,600 00
694 " Globe " "	34,700 00
Total,	51,300 00

It is made the duty of the General Assembly, by the twelfth article of the Constitution to provide that this fund "shall be securely invested, and remain in perpetual fund" for the support of public schools.

Section 1. The diffusion of knowledge, as well as of virtue, among the people, being essential to the preservation of their rights and liberties, it shall be the duty of the General Assembly to promote public schools, and to adopt all means

which they may deem necessary and proper to secure to the people the advantages and opportunities of education.

Sec. 2. The money which now is, or which may hereafter be appropriated by law for the establishment of a permanent fund for the support of Public Schools, shall be securely invested and remain a perpetual fund for that purpose.

Sec. 3. All donations for the support of Public Schools or for other purposes of education, which may be received by the General Assembly, shall be applied according to the terms prescribed by the donors.

Sec. 4. The General Assembly shall make all necessary provisions by law for carrying this article into effect. They shall not divert said money or fund from the aforesaid uses, nor borrow, appropriate, or use the same, or any part thereof, for any other purpose, under any pretence whatsoever.

Bank Tax.—Every bank is required to pay "the sum of twenty-five cents on each and every hundred dollars of the capital stock actually paid in," and two per cent. on the amount of any increase of its capital stock.

According to the "Abstract of the Bank Returns" for October 1845, there were sixty-one banks, having a capital stock paid in of $10,324,127 50 and bills in circulation to the amount of $2,670,306 30.

Deposite Fund, or United States Surplus Revenue Fund.—By the Act of Congress, of June 23d, 1836, "for depositing the Surplus Revenue of the United States with the several states." This State received the sum of $382,335 23. By Act of Assembly of October 1836, it was enacted that "the interest accruing to the state on the deposits of money received from the United States, shall be set apart and annually applied to the support of public schools." By the school Act of January 1839, and also by the present school law the interest of the permanent fund and also of the deposit fund is to be paid annually for the support of public schools and enough more from any unappropriated money in the Treasury to make up the sum of $25,000 annually.

According to the Report of the General Treasurer, for May 1845, the condition of the fund is as follows:—

Invested in Bank and other security,				$239,596 44
In the hands of Commmissioners,				19 58
Borrowed by State, January, 1840, to pay balance of State Prison Debt,		$29,526 49		
" " Act of June, 1842, for state purposes,		50,000		
" " " October, 1842,		28,192 72		
" " " January, 1843,		25,000 00		
" " " June, 1843,		10,000 00		
			142,719 21	
				$382,335 23

TABLE 7. EXPENSES FOR 1844-45.

The following summary of the expenses of the State for the year ending April 30, 1845, is compiled from the Reports of the General Treasurer.

Annual appropriation for public schools,	$25,589
Pay of members of Senate,	1,571
" " House of Representatives,	3,262
Salaries of Governor, Judges, and other State Officers,	5,220
Expenses of the Court,	11,125
Expenses of the State Prison,	7,359
Paid to Active Militia,	1,557
Governor's Orders in the Treasury,	1,154
Accounts allowed by General Assembly,	19,528
Interest on money hired, and miscellaneous items,	1,090
Balance in Treasury April 30, 1845,	12,419
	$89,879

IV. TOWN APPROPRIATIONS FOR 1844-5.

The information presented in TABLE 8, is an abstract from communications received from the Town Clerk or Treasurer, in reply to a Circular asking for the specified items of expense.

Expenditures for Public Schools. 1. The amount received from the State has been the same since 1840, and is continued under the new school law. 2. The amount voluntarily raised by tax has been increased since 1840, in Providence, Cumberland, Newport, Warren, Bristol and Tiverton. 3. The avails of the registry tax varies from year to year, and bears no fixed proportion to the number of children to be educated in the different towns. The following is the provision of the second Article of the Constitution, under which this tax is assessed.

SEC. 3. The assessors of each town or city shall annually assess upon every person whose name shall be registered, a tax of one dollar, or such sum as with his other taxes shall amount to one dollar, which registry tax shall be paid into the treasury of such town or city, and be applied to the support of public schools therein. But no cumpulsory process shall issue for the collection of any registry tax. Provided, that the registry tax of every person who has performed military duty according to the provisions of the preceding section, shall be remitted for the year he shall perform such duty; and the registry tax assessed upon any mariner, for any year while he is at sea, shall upon his application, be remitted; and no person shall be allowed to vote whose registry tax for either of the two years next preceding the time of voting is not paid or remitted as herein provided.

In several towns the public schools, after the close of the *free school*, are continued by subscription or rate bills, which amounted in 1844, to upwards of $5,000.

In addition to the sources of income for the support of public schools, in Newport, the avails ($600,) of a Local School Fund, amounting to $10,000, and in Bristol, the rent of certain school lands, are appropriated to the same object.

Road or Highway Tax. Except in Providence, Newport, Warren and Bristol, this tax is worked out by the individuals liable to pay the same.

Support of the Poor. The returns in these columns do not indicate the average annual expense for this object. In several towns since the date of the returns, a farm has been purchased, and in others, extensive additions and repairs have been made. The cost of the farm is not in every case given from personal knowledge, or reference to the records of the town.

From remarks accompanying certain items of expense, it appears that the aggregate for the year returned, is larger by several thousand dollars, than the annual average for several years previous, having been increased by payments for a Farm for the Poor, a Town-house or other extraordinary items; while in other towns the money appropriation is less, on account of the expenses for the poor having been diminished by the produce of the Town Farm.

TABLE 8. TOWN APPROPRIATIONS FOR 1844 AND MONEY EXPENSES FOR 1843-4.

TOWNS.	For Public Schools.			For highways.	For Poor.		1844-5.	1843-4.
	Amount received				Money appropriated in ad. to produce of Farm or Fund.	Cost of Farm.	Total amount of money tax voted.	Total amount of money expenses.
	From State.	From Town tax.	Registry tax 1844.					
NEWPORT CO.								
Newport. . . .	$1.766.59	$1.000	$231	$1200	$2400	$9.000	$9.500	$14.821
Portsmouth, .	374.12		66	800	200	4.000	500	1.000
Middletown, . .	198.39		40	600	376		500	476
Tiverton, . . .	808.72	500	124	1.000	139	4.100	1.500	1.000
Little Compton,	323.21		15	700	400	4.000	500	500
Jamestown, .	66.33		16	102	300		307	425
New Shoreham,	281.17		13	125	250		550	700
Total, ...	3.818.53	1.500	505	4.527	4.065	21.100	13.357	18.922
BRISTOL CO.								
Bristol, ...	818.57	850	3	700	200	6.000	3.500	3.500
Warren, . . .	457.89	350	46	450	280	5.000	3.100	3.500
Barrington, . .	126.56	100	15	300	350		450	781
Total, ...	1.403.02	1.300	64	1.450	830	11.000	7.050	7.781
PROVIDENCE CO.								
Providence, .	5.057.42	17.000	920	13.000	4.736	80.000	81.186	74.173
N. Providence,	982.82	1.000	164	900	1.052	3.600	3.500	3.500
Cumberland, .	1.168.09	1.000	483	2.000	1.217	7.000	3.500	5.001
Smithfield, . . .	2.175.23	1.000	708	3.000	850	8.000	3.000	3.000
Burrillville, .	469.06	300	124	1.000	389		800	1.800
Glocester, . . .	551.18	400	73	850	705		1.450	1.031
Foster, ...	541.45		64	1.000	672		1.000	1.080
Scituate, ...	963.10	300	200	1.000	1.600		2.100	2.100
Johnston, . . .	589.95	400	127	.800	517		1.600	3.092
Cranston, . . .	681.26	500	177	1.200	900	3.700	2.500	2.750
Total, ...	13.179.56	21.900	3040	24.750	12.638	102.300	100.636	97.527
KENT COUNTY.								
Warwick, . . .	1.556.36	500	184	1.000	500	3.000	2.000	3.295
E. Greenwich,	330.44		48	1.000	501		800	654
W. Greenwich,	336.35		40	1.018	310		390	500
Coventry, . . .	817.91		85	1.000	700		1.500	2.400
Total, ...	3.041.06	500	357	4.018	2.011	3.000	4.690	6.849
WASHINGTON CO								
Westerly, . . .	453.95		58	795	413		700	776
Charlestown, .	250.94		39	500	397		500	546
S. Kingstown, .	964.32	300	100	1.633	600		1.300	1.200
N. Kingstown,	666.81		205	1.349	500		549	835
Richmond, . . .	350.81		68	500	302		500	625
Exeter, ...	446.73		50	300	203		400	578
Hopkinton, . .	422.42		69	627	569		600	1.200
Total, ...	3.555.98	300	589	5.704	2.984		4.549	5.760
Aggr. for State.	24.998.15	25.500	4555	40.449	22.528	127.400	130.282	136.839

APPORTIONMENT

OF STATE APPROPRIATION FOR 1846 WITH THE AMOUNT REQUIRED TO BE RAISED BY TAX IN EACH TOWN.

TABLE 9.

TOWNS.	Amount received from the state in 1844.	Apportionment for 1846 of $25,000, according to number of persons under 15 years in each town.		Amount required to be raised by tax in 1846.	Amount voluntarily raised by tax in 1844.
		No. of persons.	Amount.		
PROVIDENCE COUNTY					
Providence, . .	$5,057.42	7.699	$5.058.24	$1.686.08	$17.000
N. Providence, .	982.82	1.496	982.87	327.63	1.000
Smithfield, . .	2.175.23	3.311	2.175.33	725.11	1.000
Cumberland, . .	1.168.09	1.778	1.168.15	389.38	1.000
Scituate, . . .	963.10	1.466	963.16	321.06	300
Cranston, . . .	681.26	1.037	681.31	227.10	500
Johnston, . . .	589.95	898	589.99	196.66	400
Glocester, . . .	551.18	835	548.59	182.86	400
Foster, ...	541.45	827	543.34	181.11	
Burrillville, . .	469.06	714	469.09	156.37	.300
Total, ...	13.179.56	20.061	13.180.08	4.393.36	21.900
NEWPORT COUNTY.					
Newport, ...	1.766.59	2.688	1.766.02	588.67	1.000
Portsmouth, . .	374.42	570	374.49	124.83	
Middletown, . .	198.39	302	198.41	66.14	
Tiverton, . . .	808.72	1.231	808.77	269.59	500
Lit. Compton, .	323.21	492	323.24	107.75	
New Shoreham,	281.17	428	281.19	93.73	
Jamestown, . .	66.33	101	66.36	22.12	
Total, ...	3.818.83	5.812	3.818.48	1.272.83	1.500
WASHINGTON COUNTY					
S. Kingstown, .	964.32	1.468	964.48	321.49	300
Westerly, . . .	453.95	691	453.99	151.33	
N. Kingstown,	666.81	1.015	666.85	222.28	
Exeter, ...	446.73	680	446.76	148.92	
Charlestown, . .	250.94	382	250.97	83.66	
Hopkinton, . .	422.42	643	422.45	140.82	
Richmond, . . .	350.81	534	350.84	116.94	
Total, ...	3.555.98	5.413	3.556.34	1.185.44	300
KENT COUNTY.					
Warwick, . . .	1.556.36	2.369	1.556.43	518.81	500
Coventry, ...	817.91	1.245	817.97	272.65	
East Greenwich,	330.44	503	330.47	110.15	
W. Greenwich,	336.36	513	337.04	112.36	
Total, ...	3.041.07	4.630	3.041.91	1.013.97	500
BRISTOL COUNTY.					
Bristol, ...	818.57	1.246	818.62	272.87	850
Warren, ...	457.89	697	457.93	152.64	350
Barrington, . . .	126.56	193	126.80	42.27	100
Total, ...	1.403.02	2.136	1.403.35	467.78	1.300
Total for State, .	24.998.46	38.052	25.000.16	8.333.38	25.500

From the following table and summary of the provisions made for the support of public schools in some other states, it will be seen, that while the state appropriation in Rhode Island is larger in proportion to the population, the sum required by law to be raised by tax in the several towns as the condition on which their distributive share of the appropriation shall be received is smaller, than in any state except Connecticut.

TABLE 9. AMOUNT REQUIRED TO BE RAISED BY TAX IN EACH TOWN UNDER THE SCHOOL LAW OF MAINE, MASSACHUSETTS, N HAMPSHIRE AND N. YORK.

	MAINE.	MASSACHUSETTS.		N. YORK.	N. HAMP.
		Required.	Voluntarily raised by tax.		
PROVIDENCE Co.					
Providence,	$9,268 40	$7,723 67	$18,073 38	$2,780 52	$8,109 85
North Providence,	1,682 80	1,402 33	3,281 46	504 84	1,472 45
Smithfield,	3,813 60	3,178 00	7,436 52	1,144 08	3,336 90
Cumberland,	2,090 00	1,741 67	4,075 50	627 00	1,828 75
Scituate,	1,636 00	1,363 33	3,190 20	490 80	1,431 50
Cranston,	1,160 80	967 33	2,263 56	348 24	1,015 70
Johnston,	990 80	825 67	1,932 06	297 24	866 95
Glocester,	921 60	768 00	1,797 12	276 48	806 40
Foster,	872 40	727 00	1,701 18	261 72	763 35
Burrillville,	792 80	660 67	1,545 96	237 84	693 70
Total.	23,229 20	19,357 67	45,296 94	6,968 76	20,325 55
NEWPORT COUNTY.					
Newport,	3,333 20	2,777 67	6,499 74	999 96	2,916 55
Portsmouth,	682 40	568 67	1,330 68	204 72	597 10
Middletown,	356 40	297 00	694 98	106 92	311 85
Tiverton,	1,273 20	1,061 00	2,482 74	381 96	1,114 05
Little Compton,	530 80	442 33	1,035 06	159 24	464 45
New Shoreham,	427 60	356 33	833 82	128 28	374 15
Jamestown,	146 00	121 67	284 70	43 80	127 75
Total.	6,749 60	5,624 67	13,161 72	2,024 88	5,905 90
WASHINGTON Co.					
South Kingstown,	1,486 80	1,239 00	2,899 26	446 04	1,300 95
Westerly,	764 80	637 33	1,491 36	229 44	669 20
North Kingstown,	1,163 60	969 67	2,269 02	359 08	1,018 15
Exeter,	710 40	592 00	1,385 28	213 12	621 60
Charlestown,	369 20	307 67	719 94	110 76	323 05
Hopkinton,	690 40	575 33	1,346 28	207 12	604 10
Richmond,	544 40	453 67	1,061 58	163 32	476 35
Total.	5,729 60	4,774 67	11,172 72	1,719 88	5,013 40
KENT COUNTY.					
Warwick,	2,690 40	2,242 00	5,246 28	807 12	2,354 10
Coventry,	1,373 20	1,144 33	2,677 74	411 96	1,201 55
East Greenwich,	603 60	503 00	1,177 02	181 08	528 15
West Greenwich,	566 00	471 67	1,103 70	169 80	495 25
Total.	5,233 20	4,361 00	10,204 74	1,569 96	4,579 05
BRISTOL COUNTY.					
Bristol,	1,396 00	1,163 33	2,722 20	418 80	1,221 50
Warren,	974 80	812 34	1,900 86	292 44	852 95
Barrington,	219 60	183 00	428 22	65 88	192 15
Total.	2,590 40	2,158 67	5,051 28	777 12	2,266 60
TOTAL FOR STATE.	43,532 00	36,276 68	74,887 40	13,059 60	38,090,50

TABLE XII.

	COUNTIES.	POPULATION.	VALUATION.	Rank of Towns in the State, and in the County, according to the amount raised *by tax*, for each person between the ages of 4 and 16 years, including only wages of teachers, and fuel.					Number of Scholars of all ages, in all the Schools.		Average wages paid to Teachers, per month, including value of Board.	
				Amount.	No. of persons between 4 and 16.	Amt. for each person between 4 & 16	Rank in State.	Rank in Co.	In Summer.	In Winter.	Males.	Females.
ville,	Middlesex,			$2,400	314	$7 64	1	1	309	340	$36 66	$17 03
Brookline,	Norfolk,	1,365	$743,963	1,900	279	6 86	2	1	214	193	49 00	15 62
Boston,	Suffolk,	93,383	109,304,218	124,968	18,478	6 76	3	1	15,520	15,520	100 14	20 83
Chelsea,	Do.	2,390	695,781	4,900	860	5 58	4	2	723	796	46 67	17 11
Medford,	Middlesex,	2,478	1,095,195	3,284	591	5 56	5	2	496	496	51 53	12 15
Brighton,	Do.	1,425	458,485	2,000	361	5 54	6	3	353	355	48 16	14 68
Charlestown,	Do.	11,484	4,033,176	14,000	2,750	5 09	7	4	2,514	2,514	75 00	14 84
N. Braintree,	Worcester,	752	385,722	800	166	4 82	8	1	171	210	24 50	12 29
Dedham,	Norfolk,	3,290	1,218,548	3,750	779	4 81	9	2	560	686	36 78	16 53
Lowell,	Middlesex,	20,790	10,160,652	22,896	4,867	4 70	10	5	4,107	4,008	49 24	16 79
Watertown,	Do.	1,810	976,835	2,200	470	4 68	11	6	351	352	39 08	16 00
Milton,	Norfolk,	1,822	663,247	2,000	439	4 56	12	3	381	386	33 26	18 00
Dorchester,	Do.	4,875	1,691,245	5,500	1,216	4 52	13	4	1,010	1,098	36 45	16 53
Roxbury,	Do.	9,089	3,257,503	11,375	2,534	4 49	14	5	1,793	1,836	66 94	17 99
Nantucket,	Nantucket,	9,012	6,074,374	8,275	1,900	4 35	15	1	1,443	1,443	62 50	16 66
Worcester,	Worcester,	7,497	3,696,004	8,972	2,290	4 35	16	2	2,166	2,332	38 58	16 14
Newton,	Middlesex,	3,351	897,255	3,125	733	4 26	17	7	595	686	43 29	20 59
Weston,	Do.	1,092	386,494	1,050	250	4 20	18	8	199	270	36 50	15 56
Dover,	Norfolk,	520	192,309	450	120	4 19	19	6	70	115	24 87	10 33
W. Cambridge,	Middlesex,	1,363	472,423	1,600	386	4 14	20	9	323	401	33 70	12 75
Hull,	Plymouth,	231	58,124	130	32	4 06	21	1	36	42	20 00	8 00
Waltham,	Middlesex,	2,504	1,069,171	2,681	668	4 01	22	10	638	628	42 00	14 09
New Bedford,	Bristol,	12,087	6,049,520	13,000	3,281	3 96	23	1	2,030	2,071	66 66	18 27
Cambridge,	Middlesex,	8,409	4,479,501	10,337	2,619	3 95	24	11	2,111	2,038	55 07	18 36
Stoneham,	Do.	1,017	217,960	1,000	255	3 92	25	12	256	193	32 50	14 86
Boxborough,	Do.	426	144,665	400	103	3 88	26	13	98	139	25 22	10 50
Salem,	Essex,	15,082	10,218,109	15,276	4,000	3 82	27	1	2,385	2,385	65 74	13 03
Concord,	Middlesex,	1,784	608,649	2,000	525	3 81	28	14	469	513	30 71	11 81
Lexington,	Do.	1,642	561,549	1,400	371	3 77	29	15	317	326	35 40	28 16
Sherburne,	Do.	995	318,462	925	245	3 77	30	16	202	270	28 12	12 23

VERMONT.

Every town must support one or more schools, under competent teachers, of good morals; and for this purpose, it is made the duty of the selectmen of each town, annually, previous to the first day of January, to assess a tax of three cents on a dollar of the list of such town, to be collected and paid to the treasurer of the town, previous to the first day of March succeeding; and if not so assessed and collected, by any town, such town shall forfeit and pay as a penalty, to the treasurer of the county, a sum equal to twice the amount required to be raised, to be recovered by indictment or information, in the county court of said county. Whenever half the income of the "United States Surplus Fund" (distributed among the towns in proportion to their population, and loaned—the interest of which is by law appropriated to the use of schools,) together with the income derived from certain "school lands," shall amount to as large a sum as would be raised by the tax, the same can be omitted. The sum required by law to be raised for the use of schools in 1845, was $69,805, or about 24 cents for each inhabitant.

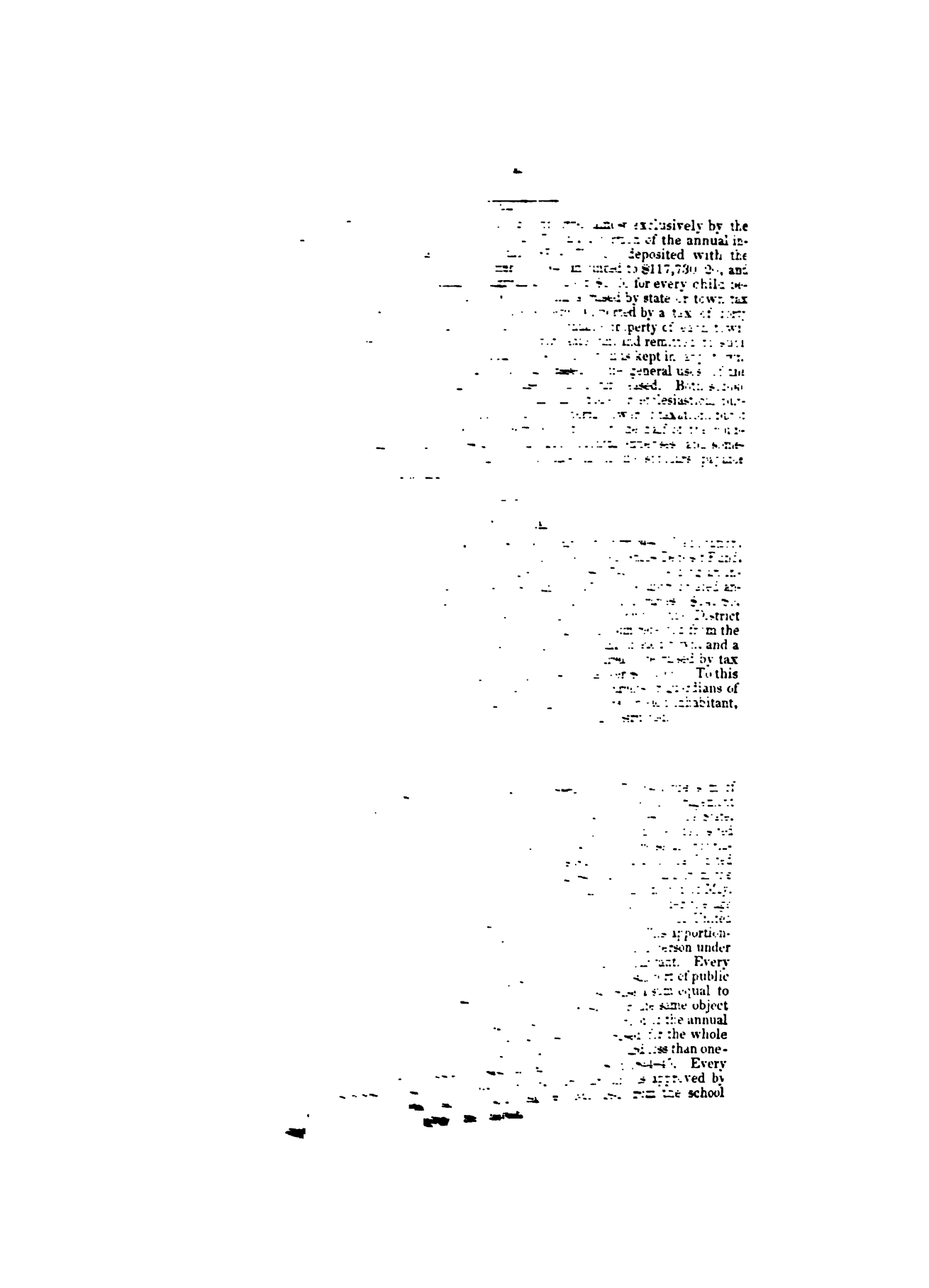
NEW HAMPSHIRE.

The selectmen of each town shall assess annually upon the polls and rateable estates by law taxable therein, a sum to be computed at the rate of one hundred dollars for every dollar of the public taxes apportioned to such town; and the town may vote to raise a sum exceeding the above amount. If the selectmen of any town refuse or neglect to assess the above school tax, they shall forfeit for each neglect a sum equal to that so neglected to be assessed, for the use of the district, or districts aggrieved thereby. The amount required by law to be raised in 1845 was $100,000, or over 38 cents for every inhabitant. The amount actually raised by tax in the state is estimated at $120,000. The state has no school fund, but a tax of one half of one per cent. upon the capital stock of the several banks, is paid into the State Treasury, which is distributed to the several towns in proportion to their amount of public taxes. In 1845 this tax amounted to $6,846 66.

MASSACHUSETTS.

Every town, no matter how low its valuation, or few its numbers, is required by law, to maintain a school or schools, of certain aggregate length, under teachers having certain prescribed qualifications; and any town which refuses or neglects to raise money for the support of such schools, forfeits a sum equal to twice the highest sum which had ever before been voted for the support of schools therein. In 1835, a Common School Fund was commenced, by setting apart the avails of the sale of lands owned by the state in Maine, until the capital shall amount to one million of dollars. In 1845, it had reached the sum of $789.380.55 and is regularly increasing. The income is apportioned among the towns according to the number of persons between the age of four and sixteen in each, ascertained annually in the month of May; but no such apportionment is made to any town which fails to make the school returns required by law in the year next preceding, or to raise by taxation, for the support of schools, including only fuel, wages, and board of teachers during the current year, a sum equal at least to one dollar, and twenty-five cents for each person between the age of four and sixteen belonging to said town. In 1844–45, the aggregate sum required by law to be raised by tax, was $245.750.00, while the sum actually raised was $576.556·02, to which must be added $36.338.02 voluntarily contributed to the same object, the wages and board of teachers and fuel. These sums increased by the expenditures for school-houses, school-libraries, and apparatus, would exceed one dollar for every man, woman, and child in the State.

The following Tables, compiled from the *Abstract of School Returns* for 1844–45, exhibits (Table 12) the valuation, population, and condition of the schools in thirty towns, which rank highest in the state for the amount raised by tax for the support of schools, including only the wages of teachers and fuel; and (Table 13) the aggregates for all the counties, and for the state, in the same particulars.



TABLE, *showing the Population, Valuation, &c., of the different Counties, with the Aggregate of the State.*

COUNTIES.	Population.	Valuation.	Number of Public Schools.	Number of Scholars of all ages, in all the Schools.		Number of persons between 4 and 16 years of age in the Counties.	Average length of the Schools.	Number of Teachers, including Summer and Winter Terms.		MALES.	FEMALES	Rank of each County according to the			Amount contributed for board and fuel.
				In Summer.	In Winter.		Mos. Days.	Males.	Females.	Average wages paid per month, including value of Board.	Average wages paid per month, including value of Board.	Amount of money raised by tax, for the support of Schools, including only the wages of teachers, board, and fuel.	Sum for each child between 4 and 16 years of age.	For 1844—45.	
Suffolk, - -	95,773	$110,000,000 00	154	16,256	16,316	19,338	11.27	122	401	$73 40	$18 97	$129,868 00	$6 92	1	$90 00
Essex, - -	94,987	31,110,204 00	311	18,752	18,797	26,581	8.27	258	443	30 37	11 87	67,700 37	2 54	6	121 00
Middlesex,	106,611	37,592,082 00	435	24,287	26,064	28,114	8.12	330	661	32 28	13 66	102,100 07	3 65	3	158 59
Worcester,	95,313	29,804,316 00	577	21,163	26,392	25,897	5.23	438	742	24 54	11 53	59,806 18	2 34	8	1,445 43
Hampshire,	30,897	7,298,351 00	219	6,436	6,969	8,379	6.20	143	291	20 71	10 96	18,033 52	2 21	9	4,730 46
Hampden,	37,366	10,188,423 71	221	7,428	9,261	10,281	7.25	158	315	19 77	10 60	20,014 60	2 13	10	6,193 37
Franklin, -	28,812	6,548,694 00	255	6,558	8,288	8,149	6	143	361	19 49	10 37	14,820 63	1 88	12	5,642 30
Berkshire, -	41,680	9,546,926 76	264	8,544	9,639	11,453	7. 9	197	346	19 20	10 96	17,202 88	1 57	14	9,629 03
Norfolk, -	53,140	15,522,527 00	210	11,335	12,280	14,299	9	167	302	32 87	14 37	46,935 83	3 35	4	90 00
Bristol, - -	60,165	19,493,685 84	276	10,526	13,462	17,154	6.21	211	346	28 52	13 23	41,200 63	2 43	7	3,213 00
Plymouth, -	47,373	10,694,719 00	264	9,991	11,463	12,945	7.18	189	314	26 86	12 15	32,705 31	2 60	5	2,411 39
Barnstable,	32,548	4,896,683 00	162	5,951	8,943	9,387	7. 8	138	179	28 11	12 22	15,693 00	1 76	13	2,613 45
Dukes, - -	3,958	1,107,343 00	19	519	660	1,107	4.19	17	17	30 89	15 63	2,200 00	1 99	11	- -
Nantucket,	9,012	6,074,374 00	15	1,443	1,443	1,900	12	12	56	62 50	16 66	8,275 00	4 35	2	- -
Total, - 14	737,700	$299,878,329 31	3382	149,189	169,977	194,984	7.25	2,523	4,774	32 11	13 08	576,556 02	2 99		36,338 02

The Returns for 1845 show that there are in the different counties 66 incorporated Academies, with an average attendance of 3939 scholars; and 1167 unincorporated Academies, Private Schools, and Schools kept to prolong summer Schools, with an average attendance of 28,762 scholars. In the first-named class, the aggregate amount paid for tuition is $51,264 07; and in the second, $236,768 09.

CONNECTICUT.

The common schools of Connecticut are supported almost exclusively by the avails of the State School Fund, ($2,051,423 77,) and a portion of the annual income of the United States Surplus Fund, ($764,670 61,) deposited with the several towns. The income of the former in 1844 amounted to $117,730 20, and of the latter, to $20,000; making an aggregate of about $1 60 for every child between the ages of four and sixteen years. Nothing is raised by state or town tax for school purposes. Up to 1800 the schools were supported by a tax of forty shillings on every one thousand pounds of the taxable property of each town, which was assessed and collected with the other state tax, and remitted to such towns as had kept the schools according to law. If not thus kept in any town, the avails of the school tax in that town was passed to the general uses of the county. In 1822, the legal obligation to raise a school tax ceased. Both school societies (which are subdivisions of towns, originally made for ecclesiastical purposes,) and school districts, are clothed with the general power of taxation, but it is never exercised except in a few city districts. In about one half of the country districts, a small amount is raised for fuel and incidental expenses, and sometimes for the wages and board of teachers, by a rate-bill on the scholars, payable by their parents or guardians.

NEW YORK.

The productive capital of State funds, set apart for purposes of education, including the School Fund proper, ($2,090,632,) the United States Deposit Fund, ($4,044,520,) and the Literature Fund, ($268,990,) is $6,374,143, yielding an income of $412,896 29. Of this income, the sum of $275,000 is appropriated annually for the wages of teaches of common schools and school libraries; $14,089, for the salaries of county superintendents, and $2,800 for a copy of the District School Journal for each district. An amount equal to the sum received from the State, is assessed and collected with the annual county tax, in each town, and a larger amount can be raised by any town. The sum required to be raised by tax in 1844, was $289,089, while the sum actually raised was over $500,000. To this must be added $458,127, collected by rate-bills, from the parents or guardians of the pupils in school, making an aggregate equal to 50 cents for each inhabitant, according to the census of 1840, or $2 11 for each scholar instructed.

RHODE ISLAND.

By the Act "*relating to Public Schools*," passed June 27, 1845, the sum of twenty-five thousand dollars is annually appropriated "for the encouragement and maintenance of public schools in the several towns and cities of the State, payable out of the annual avails of the School Fund, and of the money deposited with this State by the United States, and other monies not otherwise appropriated." In 1845, the income of the School Fund was $2,482; and of the United States Deposite Fund, at 5 per cent. $19,116, leaving $3,452 to be paid from the Treasury of the State. This sum is apportioned annually in the month of May, among the several towns, in proportion to the number of children under the age of fifteen years, according to the census taken under the authority of the United States, next preceding the time of making such apportionment. This apportionment in 1846 will amount to sixty-five cents and two mills to each person under fifteen years, or twenty-three cents and nine mills for each inhabitant. Every town is authorized to raise by tax such sums of money for the support of public schools, as they shall judge necessary, and each town must raise a sum equal to one-third of the amount received from the General Treasury for the same object for the year next preceding, to be entitled to receive its proportion of the annual state appropriation. In 1846 the sum thus required to be raised for the whole state, is $8,333 39, or less than eight cents for each inhabitant, and less than one-third of the amount actually raised in less than half the towns in 1844–45. Every district can establish a rate of tuition, provided the amount is approved by the committee of the town, but no child can be excluded from the school because of their inability to pay the tuition.

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Documents referred to in the Report of the Commissioner of Public Schools, submitted November 1, 1845.

APPENDIX NUMBER XII.

SCHOOL-HOUSES.

I. COMMON ERRORS IN SCHOOL ARCHITECTURE.

Under this head it will be sufficient to enumerate the principal features of school-houses as they are.

They are, almost universally, badly located, exposed to the noise, dust and danger of the highway, unattractive, if not positively repulsive in their external and internal appearance, and built at the least possible expense of material and labor.

They are too small. There is no separate entry for boys and girls appropriately fitted up; no sufficient space for the convenient seating and necessary movements of the scholars; no platform, desk, or recitation room for the teacher.

They are badly lighted. The windows are inserted on three or four sides of the room, without blinds or curtains to prevent the inconvenience and danger from cross-lights, and the excess of light falling directly on the eyes or reflected from the book, and the distracting influence of passing objects and events out of doors.

They are not properly ventilated. The purity of the atmosphere is not preserved by providing for the escape of such portions of the air as have become offensive and poisonous by the process of breathing, and by the matter which is constantly escaping from the lungs in vapor, and from the surface of the body in insensible perspiration.

They are imperfectly warmed. The rush of cold air through cracks and defects in the doors, windows, floor and plastering is not guarded against. The air which is heated is already impure from having been breathed, and made more so by noxious gases arising from the burning of floating particles of vegetable and animal matter coming in contact with the hot iron. The heat is not equally dif-

fused, so that one portion of a school-room is frequently overheated, while another portion, especially the floor, is too cold.

They are not furnished with seats and desks, properly made and adjusted to each other, and arranged in such a manner as to promote the comfort and convenience of the scholars, and the easy supervision on the part of the teacher. The seats are too high and too long, with no suitable support for the back, and especially for the younger children. The desks are too high for the seats, and are either attached to the wall on three sides of the room, so that the faces of the scholars are turned from the teacher, and a portion of them at least are tempted constantly to look out at the windows,—or the seats are attached to the wall on opposite sides, and the scholars sit facing each other. The aisles are not so arranged that each scholar can go to and from his seat, change his position, have access to his books, attend to his own business, be seen and approached by the teacher, without incommoding any other.

They are not provided with blackboards, maps, clock, thermometer, and other apparatus and fixtures which are indispensable to a well regulated and instructed school.

They are deficient in all of those in and out-door arrangements which help to promote habits of order, and neatness, and cultivate delicacy of manners and refinement of feeling. There are no verdure, trees, shrubbery and flowers for the eye, no scrapers and mats for the feet, no hooks and shelves for cloaks and hats, no well, no sink, basin and towels to secure cleanliness, and no places of retirement for children of either sex, when performing the most private offices of nature.

II. GENERAL PRINCIPLES OF SCHOOL ARCHITECTURE.

1. Location—Style—Construction.

The location should be dry, quiet, pleasant, and in every respect healthy. To secure these points and avoid the evils which must inevitably result from a low and damp, or a bleak and unsheltered site, noisy and dirty thoroughfares, or the vicinity of places of idle and dissipated resort, it will sometimes be necessary to select a location a little removed from the territorial center of the district. If possible, it should overlook a delightful country, present a choice of sunshine and shade, of trees and flowers, and be sheltered from the prevailing winds of winter by a hill-top, or a barrier of evergreens. As many of the pleasant influences of nature as possible should be gathered in and around that spot, where the earliest, most lasting, and most controlling associations of a child's mind are formed.

In the city or populous village, a rear lot, with access from two or more streets, should be preferred, not only on the ground of economy, but because the convenience and safety of the children in going to and from school, the quiet of the school-room, and the advantage of a more spacious and retired play-ground will be secured.

In the country, it will sometimes be desirable for two or more districts to unite and erect a school-house at some point, to which all

the older children can go from all parts of the associated districts, while the younger attend school in their several districts. In this way the school-houses can be more appropriately fitted up, and the advantage of a more perfect classification in respect both to instruction and government, as well as a wiser economy in the employment of teachers, be gained.

The style of the exterior should exhibit good, architectural proportion, and be calculated to inspire children and the community generally with respect for the object to which it is devoted. It should bear a favorable comparison, in respect to attractiveness, convenience and durability, with other public edifices, instead of standing in repulsive and disgraceful contrast with them. Every school-house should be a temple, consecrated in prayer to the physical, intellectual, and moral culture of every child in the community, and be associated in every heart with the earliest and strongest impressions of truth, justice, patriotism, and religion.

The school-house should be constructed throughout in a workmanlike manner. No public edifice more deserves, or will better repay, the skill, labor, and expense, which may be necessary to attain this object, for here the health, tastes, manners, minds, and morals of each successive generation of children will be, in a great measure, determined for time and eternity.

2. Size.

In determining the size of a school-house, due regard must be had to the following particulars.—

First.—A separate entry, or lobby, for each sex, furnished with scraper, mat, hooks or shelves, sink, basin and towels. A separate entry thus furnished, will prevent much confusion, rudeness, and impropriety, and promote the health, refinement, and orderly habits of children.

Second.—A room, or rooms, large enough to allow, 1st, each occupant a suitable quantity of pure air, i. e. at least 150 cubic feet; 2d, to go to and from his seat without disturbing any one else; 3d, to sit comfortably in his seat, and engage in his various studies with unrestricted freedom of motion; and, 4th, to enable the teacher to approach each scholar in his seat, pass conveniently to any part of the room, supervise the whole school, and conduct the readings and recitation of the several classes properly arranged.

Third.—One or more rooms for recitation, apparatus, library, and other purposes.

3. Light.

The arrangements for light should be such as to admit an abundance to every part of the room, and prevent the inconvenience and danger of any excess, glare, or reflection, or of cross-light. A dome, or sky-light, or windows set high, admit and distribute the light most steadily and equally, and with the least interruption from shadows. Light from the north is less variable, but imparts less of cheerfulness and warmth than from other directions. Windows should be insert-

ed only on two sides of the room, at least three and a half or four feet from the floor, and should be higher and larger, and fewer in number than is now common. There should be no windows directly back of the teacher, or on the side towards which the scholars face, unless the light is modified by curtains or by ground glass. Every window should be suspended with weights, and furnished with blinds and curtains; and if in a much frequented street, the lower sash should be glazed with ground glass.

4. Ventilation.

Every school-room should be provided with means of ventilation, or of renewing the vital portions of the atmosphere which are constantly absorbed, and of removing impurities which at the same time are generated, by the breathing and insensible perspiration of teacher and pupils, and by burning fires and lights.

The importance of some arrangements, to effect a constant supply of pure air, not only in school-rooms, but in any room where living beings congregate in numbers for business or pleasure, and where fires or lights are kept burning, has been strangely overlooked, to the inevitable sacrifice of health, comfort, and all cheerful and successful labor. We practically defeat the beautiful arrangements of our Creator by which the purity of the air would otherwise be preserved by its own constant renewal, and the harmonious growth and support of the animal and vegetable world maintained. We voluntarily stint ourselves in the quantity and quality of an article, which is more necessary to our growth, health and comfort, than food or drink, and which our beneficent Father has furnished pure, without money and without price, to our very lips, and so abundantly that we are, or should be if we did not prevent it, literally immersed in it all our lives long.

The atmosphere which surrounds our earth to the height of forty-five miles, and in which we live, and move, and have our being, is composed mainly of two ingredients, oxygen and nitrogen, with a slight admixture of carbonic acid. The first is called the vital principle, the breath of life, because by forming and purifying the blood it alone sustains life, and supports combustion. But to sustain these processes, there is a constant consumption of this ingredient going on, and, as will be seen by the facts in the case, the formation and accumulation of another ingredient, carbonic acid, which is deadly hostile to animal life and combustion. This gas is sometimes found in wells, and will there extinguish a lighted candle if lowered into it, (and which should always be lowered into a well before any person ventures down) and is not an uncommon cause of death in such places. It is almost always present in deep mines and at the bottom of caverns. Near Naples there is one of this description, called the Grotto del Cane, or the Grotto of the Dog, because the guides who accompany strangers to the interesting spots in the vicinity of Naples, usually take a dog along with them to show the effects of this gas upon animal life. Being heavier than common air it flows along the bottom of the cavern, and although it does not reach as high as the mouth or nostrils of a grown man, no sooner does a dog venture into it, than the animal is seized with convulsions, gasps and would die if not dragged out of it into the

pure air. When recovered, the dog shows no more disposition to return to the cavern, though called by his own name, than some children do to go to places called school-houses, where experiments almost as cruel are daily and hourly tried. But this gas, bad as it is in reference to animal life and fires, is the essential agent by which our earth is clothed with the beauty of vegetation, foliage, and flowers, and in their growth and development, helps to create or rather manufacture the oxygen, which every breathing creature and burning fire must consume. The problem to be solved is how shall we least mar the beautiful arrangement of Providence, and appropriate to our own use as little as possible of that, which though death to us, is the breath and the life blood of vegetation.

The air which we breathe, if pure, when taken into the mouth and nostrils, is composed in every one hundred parts, of 21 oxygen, 78 nitrogen, and 1 of carbonic acid. After traversing the innumerable cells into which the lungs are divided and subdivided, and there coming into close contact with the blood, these proportions are essentially changed, and when breathed out, the same quantity of air containes 8 per cent. less of oxygen, and 8 per cent. more of carbonic acid. If in this condition (without being renewed,) it is breathed again, it is deprived of another quantity of oxygen, and loaded with the same amount of carbonic acid. Each successive act of breathing reduces in this way, and in this proportion, the vital principle of the air, and increases in the same proportion that which destroys life. But in the mean time what has been going on in the lungs with regard to the blood? This fluid, after traversing the whole frame, from the heart to the extremities, parting all along with its heat, and ministering its nourishing particles to the growth and preservation of the body, returns to the heart changed in color, deprived somewhat of its vitality, and loaded with impurities. In this condition, for the purpose of renewing its color, its vitality and its purity, it makes the circuit of the lungs, where by means of innumerable little vessels, inclosing like a delicate net work each individual air cell, every one of its finest particles comes into close contact with the air which has been breathed. If this air has its due proportion of oxygen, the color of the blood changes from a dark purple to a bright scarlet; its vital warmth is restored, and its impurities, by the union of the oxygen of the air with the carbon of blood, of which these impurities are made up, are thrown off in the form of carbonic acid. Thus vitalized and purified, it enters the heart to be sent out again through the system on its errand of life and beneficence, to build up and repair the solid frame work of the body, give tone and vigor to its muscles and restring all its nerves to vibrate in unison with the glorious sights and thrilling sounds of nature, and the still sad music of humanity.

But in case the air with which the blood comes in contact, through the thin membranes that constitute the cells of the lungs, does not contain its due proportion of oxygen, viz. 20 or 21 per cent, as when it has once been breathed, then the blood returns to the heart unendued with newness of life, and loaded with carbon and other impurities which unfit it for the purposes of nourishment, the repair, and main-

tenance of the vigorous actions of all the parts, and especially of the brain, and spinal column, the great fountains of nervous power. If this process is long continued, even though the air be but slightly deteriorated, the effects will be evident in the languid and feeble action of the muscles, the sunken eye, the squalid hue of the skin, the unnatural irritability of the nervous system, a disinclination to all mental and bodily exertion, and a tendency to stupor, headache and fainting. If the air is very impure, i. e. has but little or no oxygen and much carbonic acid, then the imperfect and poisoned blood will act with a peculiar and malignant energy on the whole system, and especially on the brain, and convulsions, apoplexy, and death must ensue.

Abundant instances of the beneficent effects of pure air, and the injurious and fatal results of breathing that which is impure, might be cited from the history of hospitals and prisons, and writers generally on health and education. In the Dublin Hospital, between the years 1781 and 1785, out of 7650 children, 2944 died within a fortnight of their birth—that is, more than *one in three*. Dr. Clark, the physician, suspecting the cause to be an imperfect supply of pure air, caused it to be introduced by means of pipes into all of the apartments, and in consequence, during the three following years, only 165 out of 4242 died within the two first weeks of their birth—that is less than *one in twenty*. Dr. Buchan, at a little earlier date, by the same arrangement reduced the mortality of children in a hospital in Yorkshire, from *fifty in one hundred* to *one in fifty*. In these two cases there was an immense saving of human life. But the good done by these intelligent and observing physicians was not confined to these hospitals. For in a few years, the results of their observation and labors led to the introduction of more perfect arrangements for a supply of pure air in all structures of a similar character in England and elsewhere. And at this hour there are hospitals in this country and in England, in which there is a larger number of cubic feet of air, and that kept pure by perfect means of ventilation, allowed to *each patient*, than is contained in many school-rooms occupied by 20, 30, or 40 children, heated with a close stove, and provided with no means of ventilation except such as time and decay have made.

The diminished mortality of prisons, and the almost entire disappearance of that terible scourge, the jail fever, so frequent before the days of Howard, is to be attributed mainly to the larger allowance and regular supply of pure air secured by improved principles of prison architecture and discipline. There are instances on record, where the inmates of prisons have escaped the visitation of some prevalent sickness, solely on the ground of their cells being better provided with pure air, than the dwelling-houses all around them. The prisoners in the Tolbooth, in Edinburgh, were unaffected by the plague, which caused such dreadful mortality in that city, in 1645, and this exemption was attributed to their better supply of pure air. Humboldt in his Personal Narrative, mentions the case of a seaman who was at the point of death, and was obliged to be removed from his hammock, which brought his face to within a foot of the deck, into the open air, in order to have the sacrament administered as is the custom on board

of Spanish vessels. In this place he was expected to die, but the change from the stagnant, impure atmosphere in which his hammock was hung, to the fresh, purer atmosphere of the deck, enabled the powers of life to rally, and from that moment he began to recover. Even the miserable remnant of the party who were confined in the Black Hole of Calcutta, sick as they were of a malignant, putrid fever, recovered on being admitted to the fresh air of heaven, under proper medical treatment. But the history of this whole affair is a terrible lesson on this subject, which though often repeated, cannot be too often dwelt upon. This Black Hole is a prison in Calcutta, 18 feet square, into which the Nabob of Bengal after the capture of Fort William from the British in 1756, thrust 146 English prisoners. The only opening to the air, except the door, was by two windows on the same side, strongly barred with iron. Immediately on the closing of the door a profuse perspiration burst out on every prisoner. In less than an hour their thirst became intolerable, and their breathing difficult. The cry was universal and incessant for air and water, but the former could only come in through the grated windows, and the latter, when supplied by the guards without, only aggravated their distress. All struggled to get near the windows, and in this death-struggle as it were, many were trampled under foot. In less than three hours several had died, and nearly all the rest were delirious and prayed for death in any form. On the opening of the doors at six o'clock in the morning, less than eleven hours after it was closed, death had indeed come to the relief of 123 out of the 146, and the remainder had sunk down on their dead bodies sick with a putrid fever. Now what did all this anguish, and these murderous results spring from? From breathing over and over again air which had become vitiated and poisonous by passing repeatedly through the lungs, and by exhalations from the surface of the bodies of the persons confined there. "This terrible example," says Dr. Combe in his Principles of Physiology, "ought not to be lost upon us, and if results so appalling arise from the extreme corruption of the air, results, less obvious and sudden, but no less certain, may be expected from every lesser degree of impurity."

"In our school-rooms," says Dr. Bell, "churches, hospitals and places of public evening amusements, and even in our private dormitories, we not unfrequently make near approaches to the summary poisoning process of the Black Hole at Calcutta." We do not appreciate the magnitude of the evils produced by breathing frequently, even for a short period at any one time, a vitiated atmosphere, because the ultimate results are both remote, and the accumulation of repeated exposures. Besides, the immediate effects may be not only slight, but may apparently disappear on our breathing again a free and pure air, so that we forget to appreciate the temporary inconvenience or suffering, and to refer them to their true cause. How often do we retire at night, perfectly well, and rise up in the morning unrefreshed with sleep, with an aching head, a feverish skin, and a sick stomach, without reflecting that these symptoms of a diseased system are the necessary effects of breathing the atmosphere of a chamber, narrow

in its dimensions, closed against any fresh supply from without, and not unlikely, made still more close by a curtained bed, and exhausted of even its small quantity of oxygen, by a burning fire or lamp? These same causes, a little longer in operation, or a little more active, would produce death as surely, although not as suddenly, as a pan of ignited charcoal in the room. Who has not noticed that the fainting and sickness which so often visit persons, and especially females of delicate health in crowded churches and lecture-rooms, only occurs after the air has become overheated and vitiated, by having been a long time breathed, and that an exposure to the open air generally restores the irregular or suspended circulation of the blood? In the relief and newness of life which we experience on emerging from such places of crowded resort, we forget that the weariness and languor, both of mind and body which we suffered within, were mainly the depressing effects of the imperfectly vitalized blood, and that the relief is simply the renovated life and vigor, which the same blood, purified of its carbon by coming in contact with the oxygen of the air, imparts to the whole system, and especially to the brain. But in spite of our forgetfulness of the cause, or the apparent disappearance of the temporary inconvenience and distress, which should warn us to beware of a repetition of the same offence against the laws of comfort and health, repeated exposures are sure to induce or develope any tendency to disease, especially of a pulmonary or nervous character, in our constitutions, and to undermine slowly the firmest health. Who can look round on a workshop of fifteen or twenty females, breathing the same unrenewed atmosphere, and sitting perhaps in a position which constrains the free play of the lungs, and not feel that disease, and in all probability, disease in the form of that fell destroyer of our fair country women, consumption, will select from among those industrious girls, its ill starred victims? The languor, debility, loss of appetite, difficulty of breathing, coughs, distortion of the frame, (fallen away from the roundness natural to youth and health,) nervous irritability, and chronic affections of various kinds, so common among females in factories, even in our own healthy New England, or those who have retired from such factories to their own homes to die, or wear out a dying life all their days, are the natural fruits of an exposure, day after day, to an atmosphere constantly becoming more impure from the vitiated breath of forty or fifty persons, and rendered still more unfit for respiration by dust and minute particles floating in it, tending to irritate the already inflamed and sensitive membrane which incloses the air cells of the lungs. To this exposure in the workroom should be added the want of cheerful exercise, and innocent recreation in the open air, and the custom of herding together at night in the small, unventilated sleeping apartments of our factory boarding-houses.

In the school-room the same poisoning process goes on day after day, and if the work is less summary, it is in the end more extensively fatal, than in the Black Hole of Calcutta. Every man and woman, who received any portion of their early education in the common school, can testify to the narrow dimensions, and low ceiling of the school-

rooms, and to the discomfort arising from the close, stagnant, offensive atmosphere, which they were obliged to breathe. Who does not remember the comparative freshness and vigor of mind and body with which the morning's study and recitations were begun, and the languor and weariness of body, the confusion of mind, the dry skin, the flushed cheek, the aching head, the sickening sensations, the unnatural demand for drink, the thousand excuses to get out of doors, which came along in succession as the day advanced, and especially in a winter's afternoon, when the overheated and unrenewed atmosphere had become obvious to every sense? These were nature's signals of distress, and who can forget the delicious sensations with which her holy breath, when admitted on the occasional opening of the door, would visit the brow and face, and be felt all along the revitalized blood, or the newness of life with which nerve, muscle, and mind were endued by free exercise in the open air at the recess, and the close of the school? Let any one who is sceptical on this point visit the school of his own district, where his own children perhaps are condemned to a shorter allowance of pure air than the criminals of the State, and he cannot fail to see in the pale and wearied countenances of the pupils, the languor and uneasiness manifested, especially by the younger children, and exhaustion and irritability of the teacher, a demonstration that the atmosphere of the room is no longer such as the comfort, health and cheerful labor of both teacher and pupils require.

In this way the seeds of disease are sown broadcast among the young, and especially among teachers of delicate health. "In looking back," says the venerable Dr. Woodbridge in a communication on school-houses to the American Institute of Instruction, "upon the languor of fifty years of labor as a teacher, reiterated with many a weary day, I attribute a great proportion of it to *mephetic air;* nor can I doubt, that it has compelled many worthy and promising teachers to quit the employment. Neither can I doubt, that it has been the *great cause* of their subsequently sickly habits and untimely decease." A physician in Massachusetts, selected two schools, of nearly the same number of children, belonging to families of the same condition of life, and no causes, independent of the circumstances of their several school-houses, were known to affect their health. One house was dry and properly ventilated—the other damp, and not ventilated. In the former, during a period of forty-five days, five scholars were absent from sickness to the amount in the whole of twenty days. In the latter, during the same period of time and from the same cause, nineteen children were absent to an amount in all of one hundred and forty-five days, and the appearance of the children not thus detained by sickness indicated a marked difference in their condition as to health.

The necessity of renewing the atmosphere, does not arise solely from the consumption of the oxygen, and the constant generation of carbonic acid, but from the presence of other destructive agents, and impurities. There is carburetted hydrogen, which Dr. Dunglinson in his Physiology, characterizes, "as very depressing to the vital functions. Even when largely diluted with atmospheric air, it occa-

sions vertigo. sickness, diminution of the force and velocity of the pulse, reduction of muscular vigor and every symptom of diminished power." There is also sulphuretted hydrogen, which the same author says, in its pure state, kills instantly, and in its diluted state, produces powerful sedative effects on the pulse, muscles, and whole nervous system. There are also offensive and destructive impurities arising from the decomposition of animal and vegetable matter in contact with the stove, or dissolved in the evaporating dish.

The objects to be attained are—the removal of such impurities, as have been referred to, and which are constantly generated, wherever there is animal life and burning fires, and the due supply of that vital principle, which is constantly consumed by breathing and combustion. The first can be in no other way effectually secured, but by making provision for its escape into the open air, both at the top and the bottom of the room; and the second, but by introducing a current of pure air from the outside of the building, warmed in winter by a furnace, or in some other mode, before entering the room. The two processes should go on together—i. e. the escape of the vitiated air from within, and the introduction of the pure air from without. The common fireplace and chimney secures the first object very effectually, for there is always a strong current of air near the floor, towards the fire, to support combustion, and supply the partial vacuum in the chimney occasioned by the ascending column of smoke and rarified air, and in this current the carbonic acid and other impurities will be drawn into the fire and up the chimney. But there is such an enormous waste of heat in these fireplaces, and such a constant influx of cold air through every crevice in the imperfect fittings of the doors and windows, to supply the current always ascending the chimney, that this mode of ventilation should not be relied on. The common mode of ventilating, by opening a window or door, although better than none, is also imperfect and objectionable; as the cold air falls directly on the head, neck, and other exposed parts of the body, when every pore is open, and thus causes discomfort, catarrh, and other more serious evils, to those sitting near, besides reducing the temperature of the whole room too suddenly and too low. This mode, however, should be resorted to at recess.

There should be one or more openings, expressly for ventilation, both at the top and the bottom of the room, of not less than twelve inches square, capable of being wholly or partially closed by a slide of wood or metal, and, if possible, these openings, or the receptacle into which they discharge, should be connected with the chimney or smoke-flue, in which there is already a column of heated air. By an opening in or near the ceiling, the warmer impurities (and air when heated, and especially when over-heated, will retain noxious gases longer) will pass off. By an opening *near the floor*, into the smoke-flue, the colder impurities (and carbonic acid, and the other noxious gases, which at first rise, soon diffuse themselves through the atmosphere, cool, and subside towards the floor) will be drawn in to supply the current of heated air and smoke ascending the chimney.

These openings, however, may let cold air in, and will not always secure the proper ventilation of a school-room, unless there is a current of pure warm air flowing in at the same time. Whenever there is such a current there will be a greater economy, as well as a more rapid and uniform diffusion of the heat, by inserting the outlet for the vitiated air near the floor, and at the greatest distance from the inlet of warm air.

The ventilation of factories, mines, reading rooms, and halls intended for large assemblies of people, has received, of late, much attention from men of science and large practical views in England. In factories, the large apartments are heated by steam or hot water pipes, and the air which has become vitiated by breathing and perspiration, is drawn out by a fan-ventilator. This contrivance resembles somewhat our common fanning mill, or machine for winnowing grain. The impure air of the room is drawn into the fan to supply that which is condensed by the revolving wings, and forced out through a pipe leading into the open air.

In the House of Commons, the rapid change of air is effected by means of an artificial draft in a chimney erected on the outside of the building, and in which a large fire is kept burning, for this purpose solely. The fresh air from without is first introduced through a perforated wall into a chamber below, connected by doors with an apartment containing the hot water apparatus for warming the house. The pure air can then be warmed or not, according to the season of the year, before it passes into the apartments above. This is done, not by rising in a large volume, through one or two openings, but imperceptibly through a large number of very small holes in the floor. The air thus admitted, after becoming vitiated by respiration and combustion, escapes through apertures concealed in the ornaments of the ceiling into a common flue or receptacle above, which is connected by a descending pipe with the chimney noticed before. In warm weather, the air, before passing into the house, is cooled and freshened by jets of water playing through it, and by the melting of bags of ice suspended in the chamber below.

The rooms of the Wellington Club, Liverpool, are warmed and ventilated in nearly the same way. The air from without is first cleansed from all particles of coal dust, and other impurities, by being passed through water, and then brought to the right temperature by steam pipes in the air-chamber below. It is then forced into the room by a revolving fan through a band of minutely perforated zinc, which skirts the large apartments. Concealed in the ornamental work of the ceiling, are openings communicating with an air-chamber above, in which is a chimney shaft, and in the draft produced by a fire in this, the vitiated air is carried off so rapidly that the odor of a small quantity of rose-water poured into the air-chamber below, is, in a few seconds, perceptible in every part of the room.

The principles involved in the expensive modes of ventilation above described, can be carried out in any apartment heated by a furnace or other modes of warming pure air before it is introduced

which will be treated of in speaking of the *temperature* of school-rooms.

There is a mischievous error prevailing, that if a room is kept at a low temperature there is no need of ventilation. Dr. Alcott mentions the case of a teacher, who when asked if she did not find it difficult to keep her room ventilated, replied, "not at all, it is one of the coldest rooms in the city." The necessity of ventilation arises from the consumption of the oxygen and the generation and accumulation of carbonic acid principally in breathing, and both of these processes can go on and do go on, in a cold room, as well as in a warm one, if human beings are collected in it, and goes on rapidly and fatally according to the number of persons and the size and closeness of the apartment. Dr. Arnott, in his work on "warming and ventilating," mentions a striking instance of popular ignorance with respect to this subject, and of a mischievous practice founded upon that ignorance among some poor girls in Buckinghamshire, England, who gained their livelihood by lace-making. To save the expense of fire they were wont in winter to choose among the rooms belonging to their families, the smallest which would contain to the number of twenty or thirty of them, and then to congregate and keep themselves warm at their work by breathing. The atmosphere of the room, as might have been expected by any one acquainted with its constitution and the process going on, although unperceived by themselves, soon became exceedingly offensive to a stranger entering, as well as highly injurious to them. The pale faces, broken health and early deaths of many of these ignorant self-destroyers were the identical results, a little more remote, which are caused by the atmosphere of our school-rooms, churches, manufactories and other places where men, women or children, are crowded together. These results are quickened in an overheated atmosphere, because such air has less oxygen, and retains the impure gases longer. Still the scenes of death and misery in the Black Hole of Calcutta would have taken place, if the same prison-house had been in Greenland.

6. Temperature.

The means of producing, diffusing and duly regulating artificial heat in a school-room, is, in a climate like ours, another of the indispensable conditions of health, comfort and successful labor. To effect this, the structure must not be "a summer-house for winter residence," but be calculated to keep out the cold wind and especially to prevent its entering at cracks, and defects in the doors, windows, floors, and plastering, so as to fall suddenly and directly only on the feet, neck, or other sensitive and exposed portions of the body. Fuel of the right kind, in the right condition, in suitable quantity and in due season must be provided. The best modes of consuming it so as to extract its heat and diffuse it equally through all parts of the room and retain it as long as is safe, must be resorted to. The means of regulating it, so as to keep up a uniform temperature in different parts of the room, and to graduate it to the varying circumstances of a

school at different periods of the day, and in different states of the weather, must not be overlooked.

The open stove with large pipe, not bending till the horizontal part is carried ten or twelve feet above the heads of the children, affords as effectual, economical and unobjectionable a mode of consuming the fuel and disseminating the heat as any stove of this kind. It is far superior in point of economy to the open fireplace, as ordinarily constructed, in which near seven eights of the heat evolved ascends the chimney and only one eighth, or according to Rumford and Franklin, only one fifteenth is radiated from the front of the fire into the room. It has to some extent the cheerful light of the open fire, to which habit and association have attached us, and the advantages of the latter, in opening broadly near the floor, and thus drawing in the colder air with the carbonic acid in the current which goes to sustain the combustion and ascend the large pipe of the stove. Unless the common mode of constructing fireplaces and chimneys can be greatly improved, or the original *Franklin fireplace* or the *double fireplace* be substituted, there is no advantage in the open fireplace which cannot be secured in the large open stove. The original *Franklin stove*, or *fireplace* was constructed of cast iron, and by means of a circuitous chimney or smoke flue, which was surrounded and intersected by air passages, opening at one end out of doors, and at the other into the room, the heat of the fire was retained, and a current of fresh warm air was constantly flowing into the room. This is quite a different thing from the ordinary open fireplace. The *double fireplace* is a modification of Franklin's plan. It is made from any common fireplace by inserting within it another fireplace made of soap stone, leaving an empty space of about an inch in depth, between the two, so that when finished the back and sides may be hollow. This hollow space, communicates at one end with the open air by a pipe, and the other opens into the room, on the side of the chimney. In this fireplace the advantages of an open fire of wood or coal can be enjoyed at the same time a current of air is warmed in the rear of the fire.

Various plans have been proposed and adopted, to make the common stove, whether close or open, serviceable in warming pure air before it is thrown into the room. Mr. Woodbridge in his essay on school-houses, describes one as follows:—the stove is inclosed on three sides in a case of sheet iron, leaving a space of two or three inches beneath and around the stove, and as it rises around it becomes warmed before it enters the room at the top of the case. The case is movable so as to allow of the cleaning out of any dust which might collect between it and the stove. Mr. Palmer in his Manual for Teachers, secures the same object by conducting the air from without, into a passage which traverses the bottom of the stove five or six times before it enters the room, and thus becomes warm.

In Millar's *patent ventilating school-house stove* the air is conducted from without, into a chamber below the fire-plate, and after circulating through pipes around the fire, escapes into the room. A more minute description will be given in the second part of this essay.

The same thing can be secured by a similar arrangement connected with stoves for burning arthracite coal. In the Olmsted stove, for instance, the pure air from without can be made to pass in contact with the exterior, as well as the interior surface of the radiators and thus be warmed before entering the room. This stove has an advantage, in admiting of the slow combustion of billets of wood in connection with nut or pea coal, and thus maintaining a fire which will keep up a uniform temperature of the proper degree at the cheapest rate. The large radiating surface, which is nothing more than prolonged pipe, conveniently arranged, imbibes and diffuses all the heat evolved by the combustion of the fuel, so that at the point where it enters the chimney, the heat of the pipe is scarcely perceptible.

The best mode, however, at the same time of warming and ventilating a school-room, especially if it is large, is by pure air heated in a stove or furnace placed in the cellar or a room lower than the one to be warmed. No portion of the room, or the movements of the scholars, or the supervision of the teacher, are encumbered or interrupted by stove or pipe. The fire in such places can be maintained without noise and without throwing dust or smoke into the room. The offensive odors and impurities of burnt air, or rather of particles of vegetable or animal matter floating in the air, are not experienced. The heat can be conducted into the room at different points, and is thus diffused so as to secure a uniform summer temperature in every part of it. A room thus heated, even without any special arrangements for this object, will be tolerably well ventilated, for the constant influx of warm pure air into the room will force that which is already in it out at every crack and crevice, and thus reverse the process which is ordinarily going on in every school-room. By an opening or rather several small openings into the ceiling, or a flue, which in either case should connect with the outer air, the escape of the impure air will be more effectually secured.

But whatever may be the mode of warming adopted, whether by open fireplace, or grate, stove for wood or coal, or furnace, the temperature of the room should be uniform, and of the proper degree in every part. Not a child should be exposed to sudden and extreme changes of temperature, or compelled when overheated, or at any time, to sit against an inlet of cold air, or, with cold feet. This last is a violation of an indispensable condition of health. To secure a uniform temperature, a thermometer will not only be convenient, but necessary. It cannot be ascertained, for different parts of a room or for thirty or forty persons, differently circumstanced as to heat or cold, or differently employed, some of whom are seated, some standing or changing their position from time to time, without some less variable and uncertain standard than the teacher's feelings. However anxious he may be to make every scholar comfortable, he cannot be conscious at all times of the differing circumstances in which they are placed. He is not exposed to the rush of cold air from a broken or loose window, or from cracks in the ceiling, or the floor. He is not roasted by a seat too near the stove. He is not liable to a stagnation of the blood in the feet from want of exercise or an inconvenient bench. Even though

he were capable of thus sympathizing with them, the temperature of the room after the fire is thoroughly going, and the doors closed, may pass gradually from 65° to 90° without the change becoming perceptible. Now though we may breathe freely in such an atmosphere, gradually heated, we cannot pass into the open air 40° or 50° colder, as would be the case on most winter days, and much less receive a current of such air on a portion, and a sensitive portion of the body, without great danger. With a thermometer in the room, the beginning and progress of such a change would be indicated, and could be guarded against.

In our arrangement for artificial warmth, especially in all stoves for burning anthracite coal, where intense heat is liable to be communicated to the iron surface, if we would preserve the purity of the atmosphere at all degrees of temperature, it is necessary to secure the presence of a certain quantity of moisture. The difference between winds blowing from different quarters, as to health and comfort, is principally owing to the proportion of moisture they contain. Whenever the air has less than its due proportion, it becomes powerfully absorbent of it in every thing with which it comes in contact, whether vegetable or animal. Hence the impression of burnt air, the disagreeable sensation of dryness on the surface of the body, and the delicate membrane of the throat, the shrinking and cracking of furniture, the blight and withering of plants, which are universally experienced in a dry and overheated apartment. Most of these and other effects may be avoided by not overheating the air, but not altogether. There is a difference in the moisture of the atmosphere at different times, without reference to artificial warmth, and however careful we may be to maintain a uniform low temperature in a school-room, we are liable to experience some of the inconveniences above referred to. These can be avoided, even where the room is overheated, by an evaporating dish supplied with pure water. The water should be frequently changed. The gathering and settling of dirt and other impurities in the vessel containing the water can be guarded against by closing the top except to admit a suspended linen or cotton cloth, which will absorb the water and give it out again from its exposed surface.

7. Seats and Desks for Scholars.

In the construction and arrangement of the seats and desks of a school-room, due regard should be had to the convenience, comfort and health of those who are to occupy them. To secure these objects, they should be made for the young and not for grown persons, and of varying heights, for children of different ages, from four years and under, to sixteen and upwards. They should be adapted to each other and the purposes for which they will be used, such as writing and ciphering, so as to prevent any awkward, inconvenient or unhealthy positions of the limbs, chest or spine. They should be easy of access, so that every scholar can go to and from his seat and change his position, and the teacher can approach each scholar and give the required attention and instruction, without disturbing

any other person than the one concerned. They should be so arranged as to facilitate habits of attention, take away all temptation and encouragement to violate the rules of the school on the part of any scholar, and admit of the constant and complete supervision of the whole school by the teacher.

Each scholar should be furnished with a seat and desk, properly adapted to each other, as to height and distance, and of varying heights, (the seats from nine inches and a half, to fifteen and a half, with desks to correspond) for children of different age or size. The seat should be so made, that the feet of every child when properly seated, can *rest* on the floor, and the upper and lower part of the leg form a right-angle at the knee; and the back, whether separated from, or forming part of the adjoining desk behind, should recline to correspond with the natural curves of the spine and the shoulders. The seat should be made, as far as possible, like a convenient chair.

The desk for a single scholar should be, at least, two feet long (two and a half is better) by eighteen inches wide, with a shelf beneath for books, and an opening in the backside to receive a slate. The upper surface of the desk, except three or four inches of the most distant portion, should slope one inch in a foot. On the level portion, along the line of the slope there should be a groove to prevent pens and pencils from rolling off, and an opening to receive an inkstand. The top of the inkstand should be on a level with the desk, and be covered by a metallic lid. The end pieces or supporters of the desk should be so made as to interfere as little as possible with sweeping.

If the desk is made to accommodate two scholars on one seat, a partition, extending from the floor for four or five inches above the surface of the desk, should separate them, and if possible they should belong to different classes, so that one will be in his seat, while the other is at recitation.

The desk should not be removed from the seat either in distance or height, so far as to require the body, the neck or the chest to be bent forward in a constrained manner, or the elbow or shoulder blades to be painfully elevated whenever the scholar is writing or ciphering. These last positions, to which so many children are forced by the badly constructed seats and desks of our ordinary school-houses, have led not unfrequently to distortions of the form, and particularly to spinal affections of the most distressing character. Such marked results are principally confined to females of delicate constitutions and studious and sedentary habits. While boys and young men engage in active exercise and sport during the recess and at the close of the school, and thus give relief to the overstrained and unnaturally applied muscles, and restore the spring or elasticity to the cushion-like substance which gives flexibility to the spinal column; girls exercise less in the open air, indulge but little in those sports which give variety of motions to the joints and muscles, and are confined to duties and studies which require their being seated out of school hours too much and too long at any one time.

The effects of the posture above described, in writing or ciphering,

are increased and even induced by their being compelled to lean against the narrow edge of the writing desk, when their faces are turned towards the teacher. This edge comes against the weakest portion of the back, and the inconvenience or pain forces those exposed to it, to find relief by resting the elbows on the desk, and thus giving an unnatural elevation to the shoulder-blades—or if no support of the kind is provided, they lean against each other, support the back by closing the hands over the knee, or resort to some other awkward or unnatural position, which if long continued will cause more or less of structural deviation, amounting not unfrequently to positive disease or deformity.

Dr. Woodward in a communication appended to Mr. Mann's Report, remarks:—"High and narrow seats are not only extremely uncomfortable for the young scholar, tending constantly to make him restless and noisy, disturbing his temper and preventing his attention to his books; but they have also a direct tendency to produce deformity of his limbs. As the limbs of children are pliable or flexible, they are made to grow out of shape by such awkward and unnatural positions.

"Seats without backs have an equally unfavorable influence upon the spinal column. If no rest is afforded the backs of children while seated, they almost necessarily assume a bent and crooked position. Such a position often assumed and long continued, tends to that deformity which has become extremely common with children in modern times; and leads to diseases of the spine in innumerable instances, especially with delicate female children."

Dr. J. V. C. Smith, of Boston, in his Anatomical Class Book, says:—"There is a radical defect in the seats of our school-rooms. Malformation of the bones, narrow chests, coughs ending in consumption and death in middle life, besides a multitude of minor ills, have often had their origin in the school-room." Again, "To these wretched articles, viz. badly constructed seats and writing desks, are we to look in some measure for the cause of so many distortions of the bones, spinal diseases, chronic affections now so prevalent throughout the country."

Dr. Warren, in his admirable lecture before the American Institute of Instruction, in 1830, which should be in the hand of every teacher and parent, says:—"In the course of my observation, I have been able to satisfy myself that about one half the young females brought up as they are at present, undergo some visible and obvious change of structure; that a considerable number are the subjects of great and permanent deviations, and that not a few entirely lose their health from the manner in which they are reared." And among the causes which lead to such mournful results, he enumerates the unnatural elevation of the right shoulder, the habit of bending the neck, and the stooping posture of the body when engaged in writing, or similar exercises at school.

No child should under any circumstances be long, or frequently exposed to any one or all of these causes of discomfort, deformity or disease. Seats and desks can be as easily and cheaply made of different heights, and for convenient and healthy postures, as they are now, without reference to any such considerations. If desks must be at-

tached to sides of the room, which is objectionable in respect to ease of supervision, habits of study, as well as the morals, manners and health of children, then let the seats be provided with a movable back like those in rail-road cars and in no case be made for more than two. The kind of back referred to, is cheap and convenient for desks constructed and arranged on any other plan. It not only affords a proper support to the back, but will allow of the scholars standing up behind the seat for reading or recitation, or even for a frequent change of position which is so much overlooked in schools, and by students of every grade. No position, if long continued, is more irksome or more unhealthy, or at least operates so insidiously, and yet directly to derange the circulation and other vital functions, as sitting, especially upright, or with the neck and chest bent forward. To young children, it is cruel in the extreme, and wars directly with all healthy and symmetrical growth, besides ruining the temper, and imparting a lasting distaste to study, the school-room, and the teacher.

Little children are made to suffer, and many of them permanently, from being forced to sit long in one position, without any occupation for mind or muscles, on seats without backs and so high that their feet cannot touch, much less rest on the floor. Nothing but the fear of punishment, or its frequent application, can keep a live child still under such circumstances, and even that, cannot do it long. Who has not an aching remembrance of the torture of this unnatural confinement, and the burning sense of injustice, for punishment inflicted for some unavoidable manifestation of uneasiness and pain! Even though the seats are as comfortable as can be made, young children cannot and should not be kept still upon them long at a time, and never without something innocent or useful to do, and under no circumstances, longer than twenty-five or thirty minutes in one position, nor so long at one study, and that with frequent and free exercise in the open air. To accomplish this, great and radical changes in the views and practice of teachers, parents and the community must take place. No where, in the whole department of practical education, is a gradual change more needed, or should be sooner commenced.

If school-houses are to consist of but one room for all the children, regard must be had to the varying circumstances of the winter and summer school. In the former, the larger and older children predominate, and in the latter, the younger and smaller, and yet in both, the younger and smaller are sadly neglected, not only in matters of instruction, but in physical comfort. In summer, they, or at least, a portion of them, are seated "beyond soundings," on seats intended and occupied by the older scholars in winter; and in winter, they are packed away on smooth, high, backless slabs, and in a roasting proximity to the fire. Now there is no way of remedying this state of things, but by having a school-room large enough to accommodate all who may attend, and to have seats and appropriate desks for all the children, be they young or old, large or small. In the winter, let so many of the seats and desks for the smaller children as are not wanted be removed to the attic, or the wood-room, and their places supplied by some for the older, and in the summer let this arrangement be reversed.

The most effectual way of securing appropriate accommodations for children of different age and size, is to have two or more school-rooms, one of which shall be for the younger, and be fitted up accordingly. At one end, with no windows in the wall, should be a platform of seats rising one above the other, on which the children can be arranged at suitable times, for inspection as to cleanliness, for manual exercise, and for all simultaneous exercises, such as singing, simple operations of mental arithmetic, reading of scriptural and other moral stories, and lessons on real objects, pictures and other visible illustrations. The gallery is an economical arrangement in respect to space and expense, and enables the children to fix their eye more easily on the teacher, and the teacher to observe, explain, be heard, and direct more perfectly every movement of the children, and both teacher and children, to profit by the great principle of social sympathy, and imitation. Along the sides of the room should be a passage at least two feet wide, and then a desk, so made as to hold a thin layer of sand, and receive a slate for each scholar, no matter how young. The center of the room should be unencumbered with fixtures of any kind, so as to allow of the arrangement of the school into drafts or classes, and the free movements of the children when necessary. Whatever may be the intellectual and moral exercises of schools for small children, they should be varied and in such a manner as to require frequent and varied physical movements—both change of position and place, from sitting to standing, from desk to gallery, marching, clapping of hands, and other exercises of the joints and muscles which shall bring them all into play, singing, &c. Even with this diversity of occupation in doors, young children, whose healthy and symmetrical growth is governed by the great laws of constant and cheerful motion, require gamboling, frolicsome exercises for ten or fifteen minutes, as often as every hour they are mentally occupied, in the open air, if it is pleasant, or in the woodshed or other covered building, in damp or rainy weather. A play-ground, safe from all exposure of the health and limbs of children, large enough to allow of trundling the hoop, and of free exercise of the limbs, supplied with a circular swing, &c., is an indispensable appendage to a school where children are to be reared with vigorous and symmetrical bodies.

8. Arrangements for Teacher.

The arrangements for the teacher should be such, that he can survey the whole school at a glance, address his instruction, when necessary, to the whole school, approach each scholar in his seat without incommoding any other, and conduct the recitations most conveniently to himself, and with the least interference with the study of the school.

With this view, his seat and desk should be placed in front of the school on a raised platform; the aisles should be so arranged as to separate each range of the scholars' seats; and an open space, or appropriate seats, should be provided for the reciting classes, in front or the side of his desk; or what would be better, a recitation room

geography. In this connection, and as introductory to drawing, plans of the school-house, playground, village-green, district, town, and county, will lead children to an accurate conception of states, continents, the earth, and the system of which it forms a part. The ideas connected with the subjects last named, cannot be properly understood without a globe, tellurium, orrery and similar apparatus.

Counters, or flat pieces of wood about an inch long and half an inch wide, a numeral frame, real measures of every kind, linear, superficial, solid and liquid, weights, models and diagrams of the geometrical forms, and solids,—articles which the pupil can touch, see, examine, experiment with, copy on the slate or blackboard, will prove invaluable helps in teaching children to form correct elementary ideas of number, size, distance, form, and measurement.

The study of geography and history can be made far more useful and interesting by *pictures* representing the great curiosities of nature and art, views of cities, and other places memorable for great events, the manners, dress, edifices, ruins &c., peculiar to each country. One set of plates, could answer very well for all the schools of a society or town, and pass in succession through the several districts.

For the study of the natural sciences, and there is no study which can be made more useful or delightful in the hands of a judicious teacher, cheap collections of minerals, and specimens or drawings of plants and animals, would not only be useful but necessary. In this department the children could collect their own cabinets, and an interchange of specimens between the different districts and towns be effected. Some of the hot days of summer had better be spent in the fields, or the woods in search of the beautiful things which God has scattered over the earth and through it, with a teacher, who has a taste for natural science, than in the hot, unshaded school-house of many districts.

The Magic Lantern in almost any of its improved forms, and especially in Carpenter's, is accompanied with diagrams to illustrate astronomy, natural history, cities, landscapes, costumes, &c., which bring the objects and truths represented so vividly before the young, that they never can forget them.

The inefficiency of school education of every name, is mainly owing to the want of such cheap and simple aids as have been briefly alluded to above, and of methods of instruction based upon, and adapted to them, begun early and continued throughout the whole course. Hence much of the knowledge of early life is forgotten, and more of it lies in dead, useless, unassimilated masses, in the memory. It does not originate, or mould, or color the meditations of the closet, and is not felt in the labor of the field, the workshop, or any of the departments of practical life. The knowledge then found available is the result of self-education, the education attained after leaving school by observation, experience and reading. Under any opportunities of school education, this self-education must be the main reliance, and the great object of all regular school arrangements should be to wake up the spirit, and begin the work of self-culture as early and widely as possible.

of slates, will more than pay for the latter, especially if they are set in a good oak frame, fastened tightly around the corners by a band of sheet iron, or even by cord or wire. The iron or wire, if used, should not project beyond the surface of the frame, or it will scratch the desk. The most appropriate place for the slate is an opening in the backside of the desk. The pencil holder can be made of brass or tin, about the size of a quill, with two slits at the end into which a short peice of pencil can be put. Without such a holder, no child should be allowed to use a short pencil. He will immediately acquire the habit of contracting his fingers around it, so as to unfit himself for holding a pen properly. If pencil holders are not provided, a long pencil should be, and the brittleness of the common slate pencil can be obviated by rolling it up in strong paper covered with paste. When dry, the paper and pencil can be shaped like an ordinary lead pencil.

With the blackboard and slate, there is no study from the simplest rudiments up to the highest department of science which cannot be illustrated and taught to better advantage, than without them, while there are some to whose attainment they are absolutely indispensable. It is painful to go into our schools, and see how many little children are trying to sit still, with no occupation for the hands, the eye, or the mind, who might be innocently and usefully employed, in a sand desk, or with a slate and pencil, in printing the alphabet, combining letters, syllables, or words, copying the outlines of angles, circles, solids, or maps, diagrams, real objects; thus acquiring knowledge as well as correctness of eye and rapidity of hand, which will be of great use afterwards in learning to write and draw with the pen on paper. It will be found invariably that children, who begin early with the use of the slate, and the blackboard, in writing, drawing, spelling, arithmetic, grammar, are more accurate, rapid and practical scholars than others much older and with better opportunities in other respects, who have not been accustomed to their use. The above articles of apparatus may be considered indispensable, and should not be left to the chance supply of parents. But there are other means in training the senses and forming correct elementary ideas which should be provided as far as practicable.

A clock, which strikes at stated intervals, is indispensable to a just distribution of the teacher's time and attention among the various classes and studies of the school, and may be made highly useful in imparting a correct elementary knowledge of the comparative lengths of different portions of time, from a second to a century, and so of the chronology of the human race.

The measure of an inch, foot, yard, and rod, marked off on the edge of the blackboard, will give a correct and visible standard of distance, to which all statements, or references in the lessons can be brought to the test.

The cardinal points accurately ascertained by the compass, painted on the ceiling, or on the teacher's platform, and associated by frequent references of the teacher, with the parts of the heavens in which the sun rises and sets, will be of incalculable service in the study of

done, for it will open the fountains of knowledge without money, and without price, to the humble and the elevated, the poor and the rich.

11. Yard and External Arrangements.

The external arrangement of a school-house, as connected with its attractiveness and convenience, and the health, manners, morals, love of study and proficiency of the pupils, must not be overlooked.

The building should not only be located on a dry, healthy and pleasant site, but be surrounded by a yard, of never less than half an acre, protected by a neat and substantial inclosure. This yard should be large enough in front, for all to occupy in common for recreation and sport, and planted with oaks, elms, maples, and other shady trees, tastefully arranged in groups, and around the sides. In the rear of the building, it should be divided by a high, and close fence, and one portion, appropriately fitted up, should be assigned exclusively for the use of the boys, and the other, for the girls. Over this entire arrangement, the most perfect neatness, seclusion, order and propriety should be enforced, and every thing calculated to defile the mind, or wound the delicacy or the modesty of the most sensitive, should receive attention in private, and be made a matter of parental advice and co-operation.

In cities and populous districts, particular attention should be paid to the playground, as connected with the physical education of children. In the best conducted schools, the playground is now regarded as the *uncovered* school-room, where the real dispositions, and habits of the pupils are more palpably developed, and can be more wisely trained, than under the restraint of an ordinary school-room. These grounds are provided with circular swings, and are large enough for various athletic games. To protect the children in their sports in inclement weather, in some places, the school-house is built on piers; in others, the basement story is properly fitted up, and thrown open as a playground; and in others, the wood, or coal shed is built large for that purpose. Under any circumstances the school-room should not be used for any other, than purposes of study and conversation.

An appropriate place for fuel should be provided, which, it may be well to remark, should be supplied of the right quality, in proper quantity, in due season, and in the right condition for being used.

Every school-house should have its own well, with suitable arrangements for drink, and for the cleanliness of the pupils.

A bell is always found an essential help in securing punctual attendance, and determining when the time of recess begins and ends.

III. PLANS OF SCHOOL-HOUSES.

In determining the details of construction and arrangement for a school-house, due regard must, of course, be had to the varying circumstances of country and city, of a large and a small number of scholars, of schools of different grades, and of different systems of instruction.

1. In by far the largest number of country districts as they are now situated, there will be but one school-room, with a smaller room for recitations and other purposes needed. This must be arranged and fitted up for scholars of all ages, for the varying circumstances of a summer and of a winter school, and for other purposes, religious and secular, than those of a school, and in every particular of construction and arrangement, the closest economy of material and labor must be studied. A union of two or more districts for the purpose of maintaining in each a school for the younger children, and in the center of the associated districts a school for the older children of all, or, what would be better, a consolidation of two or more districts into one, for these and all other school purposes, would do away with the almost insuperable difficulties which now exist in country districts, in the way of comfortable and attractive school-houses, as well as of thoroughly governed and instructed schools.

2. In small villages, or populous country districts, at least two school-rooms should be provided, and as there will be other places for public meetings of various kinds, each room should be appropriated and fitted up exclusively for the use of the younger or the older pupils. It is better, on many accounts, to have two schools on the same floor, than one above the other.

3. In large villages and cities, a better classification of the schools can be adopted, and, of course, more completeness can be given to the construction and arrangement of the buildings and rooms appropriated to each grade of schools. This classification should embrace at least three grades—viz. Primary, with an infant department; Secondary, or Grammar; Superior, or High Schools. In manufacturing villages, and in certain sections of large cities, regularly organized Infant Schools should be established and devoted mainly to the culture of the morals, manners, language and health of very young children.

4. The arrangement as to supervision, instruction and recitations, must have reference to the size of the school; the number of teachers and assistants; the general organization of the school, whether in one room for study, and separate class rooms for recitation, or the several classes in distinct rooms under appropriate teachers, each teacher having specified studies; and the method of instruction pursued, whether the mutual, simultaneous, or mixed.

Since the year 1830, and especially since 1838, much ingenuity has been expended by practical teachers and architects, in devising and perfecting plans of school-houses, with all the details of construction and fixtures, modified to suit the varied circumstances enumerated above, specimens of which, with explanations and descriptions, will be here given.

1. Plans of School-houses recommended by practical Teachers and Educators.

Plan, &c. recommended by Dr. Alcott, and by the American Institute of Instruction.

In 1830 the American Institute of Instruction offered a premium for the best Essay "*On the Construction of School-houses*," which was awarded in Aug. 1831, to Dr. William A. Alcott, of Hartford. The Prize Essay* was published in the proceedings of the Institute of the same year, together with a "*Plan for a Village School-house*," devised by a Committee of the Directors of the Institute.

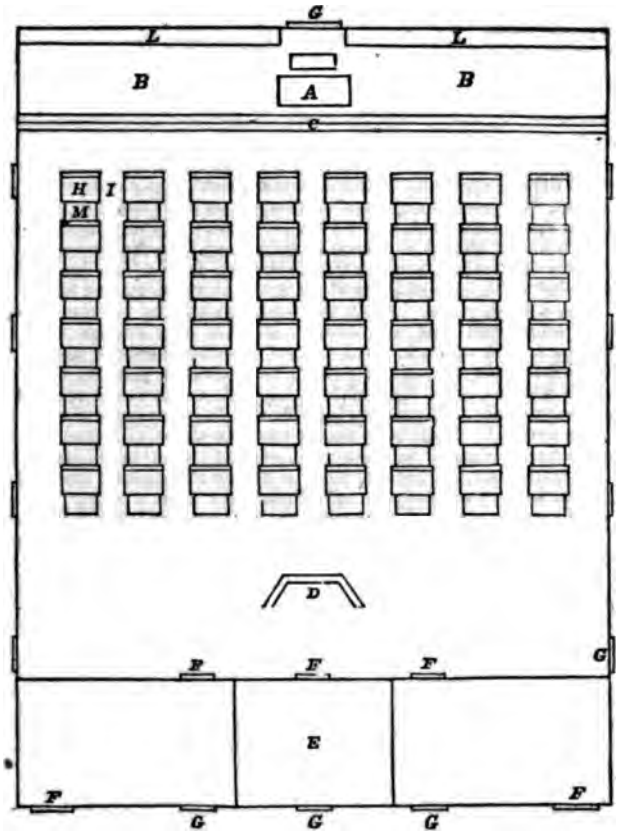
The plan of the school-room recommended by Dr. Alcott, although less complete in some of its details, is substantially the same as that recommended by Mr. Mann, and can be easily understood by reference to the cut of the latter on the opposite page. The room, to accommodate 56 pupils each, with a separate seat and desk, and from 8 to 16 small children with seats for two, should be 40 ft. long by 30 wide. The teacher's platform occupies the north end of the room, towards which all the scholars face when in their seats. Each scholar is provided with a seat and desk, (each 2 ft. by 14 inches,) the front of one desk constituting the back of the seat beyond. The top of the desk is level, with a box and lid for books, &c. The aisles on each side of the room, are 2 feet wide, and those between each range of seats and desk is 18 inches. A place for recitation 8 feet wide extends across the whole width of the room, in the rear, with movable blackboards. The room can be warmed by stove, placed as in the cut referred to, or by air heated by furnace or stove in the basement. The room is ventilated by openings in the ceiling. A thermometer, library, museum, &c., are to be furnished.

In the "*Plan for a village School-house*," the school-room is 48 ft. long by 35 wide, to accommodate eighty scholars with separate seats. The details of the arrangements are nearly the same as were at that date recommended for schools on the Lancasterian plan, and as are now recommended by the British and Foreign School Society—except that the floor of the room is level, and the seats are provided with backs. In the explanations accompanying the plan, the Directors recommend, that in villages and populous neighborhoods, the children be classified according to age and attainment into a series of schools, and that appropriate rooms for each school be provided.

Plan recommended by Horace Mann.

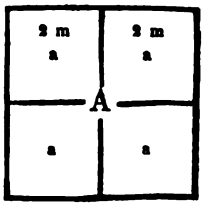
In 1838, Mr. Mann submitted a Report on School-houses, supplementary to his "First Annual Report as Secretary of the Massachusetts Board of Education," which discusses the whole subject of school architecture with great fulness and ability. This document may be found entire in the Massachusetts Common School Journal, Vol 1., and nearly so, in the Connecticut Common School Journal, Vol. 1., and the New York District School Journal, Vol. 3. It fixed public attention on the defects of these edifices, and has led to extensive improvement all over that Commonwealth. During the five years immediately following its publication, over $516,000 were expended in the construction of 405 new houses, including land, fixtures, &c., and over $118,000, in the substantial repairs of 429 more. The larger portion of this first sum has been expended in the cities and large villages in the eastern part of the state, where may now be seen specimens of the best school-houses, the best schools, in our country. The following plan contains substantially the views submitted by Mr. Mann, in his Report.

* This Essay of Dr. Alcott was the pioneer publication on this subject, followed in 1833 by a "*Report on School-houses*" [illegible] published by the Essex County Teacher's Association, containing a vigorous exposition of the evils resulting from the then existing arrangements of school-houses, as they were at that day.



A. Represents the teacher's desk. *B B.* Teacher's platform, from 1 to 2 ft. in height. *C.* Step for ascending the platform. *L L.* Cases for books, apparatus, cabinet, &c. *H.* Pupils' single desks, 2 ft. by 18 inches. *M.* Pupils' seat, 1 ft. by 20 inches. *I.* Aisles, 1 ft. 6 inches in width. *D.* Place for stove, if one be used. *E.* Room for recitation, for retiring in case of sudden indisposition, for interview with parents, when necessary, &c. It may also be used for the library, &c. *F F F F F.* Doors into the boys' and girls' entries—from the entries into the school-room, and from the school-room into the recitation room. *G G G G.* Windows. The windows on the sides are not lettered.

For section of seat and desk constructed after Mr. Mann's plan, see p. 47. To avoid the necessity of fitting up the same school-room for old and young, and the inefficiency of such country schools as we now have, Mr. Mann proposed in this Report a union, for instance of four districts which did not cover more than four miles square, and the erection of four primary school-houses, (a a a a) for the younger children of each district, to be taught by female teachers, and one central or high school, (A) for the older children of the four districts, taught by a well qualified male teacher. This plan is recommended for its wise use of the means of the districts, and the efficiency of the instruction given.



Plans, &c., recommended by George B. Emerson.

The "School and Schoolmaster,"* contains a very valuable chapter on school-houses, by Mr. Emerson, the President of the American Institute of Instruction, illustrated by drawings, which, with the permission of the authors and publishers are introduced here. The whole chapter, as the production of one of the most eminent teachers and writers on education of the age, should be studied by every one who would become thoroughly acquainted with the subject. Most of his valuable suggestions are subjoined.

Situation.—So much do the future health, vigor, taste, and moral principles of the pupil depend upon the position, arrangement, and construction of the school-house, that everything about it is important. When the most desirable situation can be selected, and the laws of health and the dictates of taste may be consulted, it should be placed on firm ground, on the southern declivity of a gently sloping hill, open to the southwest, from which quarter comes the pleasantest winds in summer, and protected on the northeast by the top of the hill or by a thick wood. From the road it should be remote enough to escape the noise, and dust, and danger, and yet near enough to be easily accessible by a path or walk, always dry. About it should be ample space, a part open for a play-ground, a part to be laid out in plots for flowers and shrubs, with winding alleys for walks. Damp places, in the vicinity of stagnant pools or unwholesome marshes, and bleak hilltops or dusty plains, should be carefully avoided. Tall trees should partially shade the grounds, not in stiff rows or heavy clumps, but scattered irregularly as if by the hand of Nature. Our native forests present such a choice of beautiful trees, that the grounds must be very extensive to afford room for even a single fine specimen of each; yet this should, if possible, be done, for children ought early to become familiar with the names, appearance, and properties of these noblest of inanimate things. The border of a natural wood may often be chosen for the site of a school; but if it is to be thinned out, or if trees are to be planted, and, from limited space, a selection is to be made, the kingly, magnificent oaks, the stately hickories, the spreading beech for its deep mass of shade, the maples for their rich and abundant foliage, the majestic elm, the useful ash, the soft and graceful birches, and the towering, columnar sycamore, claim precedence. Next may come the picturesque locusts, with their hanging, fragrant flowers; the tulip-tree; the hemlock, best of evergreens; the celtis, or sweet gum; the nyssa, or tupelo, with horizontal branches and polished leaves; the walnut and butternut, the native poplar, and the aspen.

Of extremely beautiful American shrubs, the number is so great that I have no room for a list. What place intended to form the taste of the young, should be without the kalmias, rhododendrons, cornels, roses, viburnums, magnolias, clethras, honeysuckles, and spiræas? And whoever goes into the woods to gather these, will find a multitude of others which he will hardly consent to leave behind. The hilltop should be planted with evergreens, forming, at all seasons, a barrier against the winds from the north and east.

Of the flower plots, little need be said. They must be left to the taste of the teacher, and of cultivated persons in the district. I can only recommend our wild American plants, and again remind the reader, that there is hardly a

* The "*School and Schoolmaster*," a Manual for the use of Teachers, Employers, Trustees, Inspectors, &c., &c., of Common Schools. Part I. By Alonzo Potter, D. D. Part II. By George B. Emerson. pp. 552. Harper & Brothers, 82 Cliff street, New York. Price, $1.

This excellent treatise, the most valuable contribution yet made to the educational literature of our country, was prepared and published originally at the expense of James Wadsworth, Esq., of Geneseo, N. Y., in 1842. By him a copy was presented to each of the 11,000 school districts of that state. Following this noble example, the Hon. Martin Brimmer, the present mayor of the city of Boston, caused to be printed, at his expense, such a number of copies as would supply one copy each to all the school districts, and one copy each to all the boards of school committee men, in Massachusetts.

The work should be scattered broadcast through every state in the Union. In large orders, or for gratuitous distribution, it can be had of the publishers at a very low rate.



Perspective of School-house, Outbuildings, and Grounds



Front Projection of a Schoolhouse, with Trees, Shrubbery, &c.

country town in New York or New England, from whose woods and meadows a hundred kinds of flowers might not be transplanted, of beauty enough to form the chief ornament of a German or English garden, which are now neglected only because they are common and wild. Garden flowers need not be excluded; and if either these or the former are cultivated, the great object, to present something to refine and inform the taste, will be, in some degree, accomplished.

If proper inclosed play-grounds are provided, the master may often be present at the sports, and thus become acquainted with the character, of his pupils. If children are compelled to resort to the highway for their amusements, we ought not to wonder that they should be contaminated by the vices, brawlings, and profanities, which belong to frequenters of highways.

Size.—The room should be sufficiently large to allow every pupil, 1. to sit comfortably at his desk; 2. to leave it without disturbing any one else; 3. to see explanations on his lessons, and to recite without being incommoded or incommoding others; 4. to breathe a wholesome atmosphere.

If the first three objects are fully provided for, the space on the floor will be sufficient. But to secure the advantage of an adequate supply of air, the room must be not less than 10, and, if possible, 12 or 14, feet high.

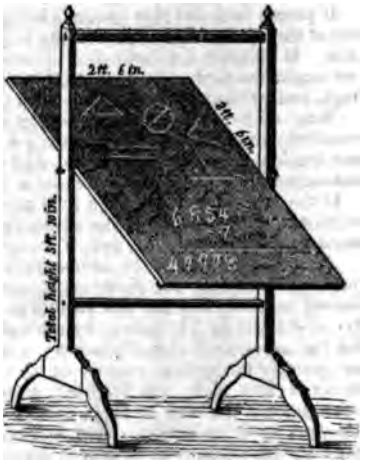
Arrangement.—For the accommodation of 56 scholars, so as to give ample room for moving, for recitations, and for air, the dimensions of the house should be 38 feet by 25, and 10 feet in height within. This will allow an entry of 14 feet by 7½, lighted by a window, to be furnished with wooden pegs for the accommodation of clothes; a wood-room, 10 feet by 7½, to serve also as an entry for girls at recess, or as a recitation room; a space behind the desks 8 feet wide, for fireplace, passage, and recitations, with permanent seats against the wall 10 or 11 inches wide; a platform, 7 feet wide, for the teacher, with the library, blackboards, globes, and other apparatus for teaching; the remaining space to be occupied by the desks and seats of the scholars. For every additional 8 scholars the room may be lengthened 2½ feet. The desks and seats for scholars should be of different dimensions. A desk for two may be 3½ or 4 feet long. If the younger children are placed nearest the master's desk, the desks in the front range may be 13 inches wide, the two next 14, the two next 15, and the two most remote 16, with the height, respectively, of 24, 25, 26, and 27 inches. The seats should vary in like manner. Those in the front range should be 10 inches wide, in the two next 10½, in the two next 11, in the two last 11½ or 12; and 13½, 14, 15, and 16 inches, respectively, high. All edges and corners are to be carefully rounded.

It is very desirable that the north end of the school-house be occupied by the master's desk; that this end be a dead wall; that the front be towards the south; and that the desks be so placed that the pupils, as they sit at them, shall look towards the north. The advantages of this arrangement are, 1. that the scholars will obtain more correct ideas upon the elements of geography, as all maps suppose the reader to be looking northward; 2. the north wall, having no windows, will exclude the severest cold of winter; 3. the scholars will, in this case, look towards a dead wall, and thus avoid the great evil of facing a glare of light; or, if a window or two be allowed in the north wall, the light coming from that quarter is less vivid, and, therefore, less dangerous, than that which comes from any other; 4. the door, being on the south, will open towards the winds which prevail in summer, and *from* the cold winds of winter.

If, from necessity, the house must front northward, the master's desk should be still in the north end of the room, and the scholars, when seated, look in that direction.

The end of the room occupied by the master should be fitted with shelves for a library and for philosophical apparatus and collections of natural curiosities, such as rocks, minerals, plants, and shells, for globes and for blackboards. The books, apparatus, and collections should be concealed and protected by doors, which may be made perfectly plain and without panels, so as to be painted black and serve as blackboards. They may be conveniently divided by pilasters into three portions, the middle one for books, the others

for apparatus and collections. On one of the pilasters may be the clock; on the other a barometer and thermometer; on shelves in the corners, the globes, and over the library in the center, the study card. One of the pilasters may form part of the ventilating tube. The master's platform may be raised eight inches. For all these purposes, the space in front of the ranges of scholars' desks, should be not less than seven or eight feet wide; ten or twelve would be much better. The sides and front of this space should be furnished with seats ten or eleven inches wide, for recitation. By means of a large movable blackboard, this space may be, in case of need, converted into two, so that two classes may recite at a time. In a school intended to accommodate more than 64 pupils, there ought also to be a space for recitation in the south end of the room, separable by movable blackboards into two.

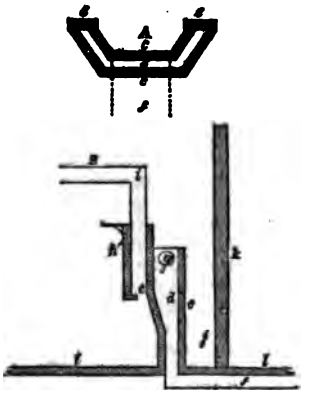


Movable Blackboard.

The entry should be lighted by a window, and be furnished with wooden or iron pins for the accommodation of hats, bonnets, and cloaks; and there should be a wood-closet large enough to contain two or three cords of wood, which may, if it is preferred, be used as a recitation room.

By making the ceiling of the entry and wood-closet only seven feet high, two commodious rooms for recitation may be formed above them, lighted from the window over the front door, and accessible by stairs from within the school-room.

Warming.—In a suitable position, pointed out in the plates, near the door, let a common brick fireplace be built. Let this be inclosed, on the back and on each side, by a casing of brick, leaving, between the fireplace and the casing, a space of four or five inches, which will be heated through the back and jambs. Into this space let the air be admitted from beneath by a box 24 inches wide and 6 or 8 deep, leading from the external atmosphere by an opening beneath the front door, or at some other convenient place. The brick casing should be continued up as high as six or eight inches above the top of the fireplace, where it may open into the room by lateral orifices, to be commanded by iron doors, through which the heated air will enter the room. If these are lower, part of the warm air will find its way into the fireplace. The brick chimney should


Fireplace.

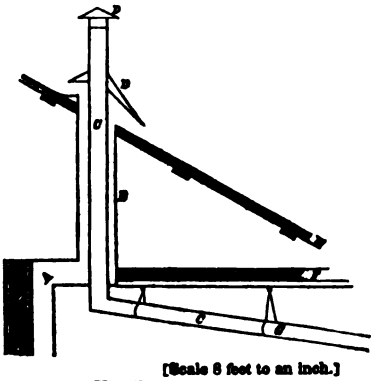
A. Horizontal section. B. Perpendicular section. *c*. Brick walls, 4 inches thick. *d*. Air space between the walls. *e*. Solid fronts of masonry. *f*. Air box for supply of fresh air, extending beneath the floor to the front door. *g*. Openings on the sides of the fireplace, for the heated air to pass into the room. *h*. Front of the fireplace and mantelpiece. *i*. Iron smoke flue, 8 inches diameter. *j*. Space between the fireplace and wall. *k*. Partition wall. *l*. Floor.

rise at least two or three feet above the hollow back, and may be surmounted by a flat iron, soap-stone, or brick top, with an opening for a smoke-pipe, which may be thence conducted to any part of the room. The smoke-pipe should rise a foot, then pass to one side, and then over a passage, to the opposite extremity of the room, where it should ascend perpendicularly, and issue above the roof. The fireplace should be provided with iron doors, by which it may be completely closed.

The advantages of this double fireplace are, 1. the fire, being made against brick, imparts to the air of the apartment none of the deleterious qualities which are produced by a common iron stove, but gives the pleasant heat of an open fireplace; 2. none of the heat of the fuel will be lost, as the smoke-pipe may be extended far enough to communicate nearly all the heat contained in the smoke; 3. the current of air heated within the hollow back, and constantly pouring into the room, will diffuse an equable heat throughout every part; 4. the pressure of the air of the room will be constantly outward, little cold will enter by cracks and windows, and the fireplace will have no tendency to smoke; 5. by means of the iron doors, the fire may be completely controlled, increased or diminished at pleasure, with the advantages of an air-tight stove. For that purpose, there must be a valve or slide near the bottom of one of the doors.

If, instead of this fireplace, a common stove be adopted, it should be placed above the air-passage, which may be commanded by a valve or register in the floor, so as to admit or exclude air.

Ventilation.—A room warmed by such a fireplace as that just described, may be easily ventilated. If a current of air is constantly pouring in, a current of the same size will rush out wherever it can find an outlet, and with it will carry the impurities wherewith the air of an occupied room is always charged. For the first part of the morning, the open fireplace may suffice. But this, though a very effectual, is not an economical ventilator; and when the issue through this is closed, some other must be provided. The most effective ventilator for throwing out foul air, is one opening into a tube which incloses the smoke-flue at the point where it passes through the roof. Warm air naturally rises. If a portion of the smoke-flue be inclosed by a tin tube, it will warm the air within this tube, and give it a tendency to rise. If, then, a wooden tube, opening near the floor, be made to communicate, by its upper extremity, with the tin tube, an upward current will take place in it, which *will always act whenever the smoke-flue is warm.*



[Scale 8 feet to an inch.]

Ventilating Apparatus.

A. Air box, 1 foot square, or 24 inches by 6, covered by the pilaster, and opening at the floor, in the base of the pilaster. B. Round iron tube 15½ inches in diameter, being a continuation of the air box, through the center of which passes C. The smoke flue, 8 inches in diameter. D. Caps to keep out the rain.

It is better, but not absolutely essential, that the opening into the wooden tube be near the floor. The carbonic acid thrown out by the lungs rises, with the warm breath, and the perspirable matter from the skin, with the warm, invisible vapor, to the top of the room. There both soon cool, and sink towards the floor; and both carbonic air and the vapor bearing the perspirable matter are pretty rapidly and equally diffused through every part of the room.

Seats and Desks.—Instead of a seat and desk for each pupil, Mr. Emerson recommends that two seats should be contiguous. In his drawings, the desk is perfectly level like a table, and the back to the seat is perpendicular.

is to finish eight feet high, the inside wall to show like a screen, not rising to the roof, and the space above be open to the school-room, and used to put away or station school apparatus. This screen-like wall may be hung with hats and clothes, or the triangular space next the window may be inclosed for this purpose. The face of the octagon opposite to the porch, has a wood-house attached to it, serving as a sheltered way to a double privy beyond. This woodhouse is open on two sides, to admit of a cross draught of air, preventing the possibility of a nuisance. Other wing-rooms (A A) may be attached to the remaining sides of the octagon, if additional conveniences for closets, library, or recitation-rooms be desired.

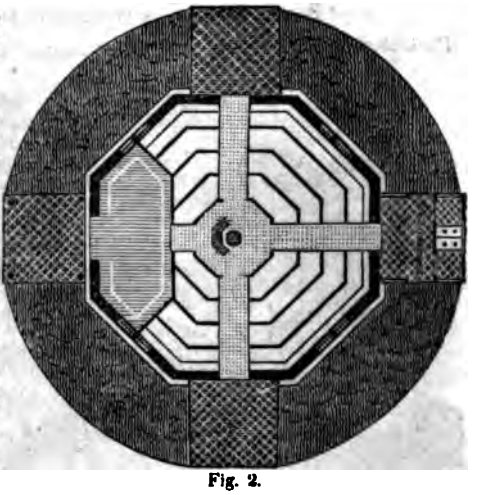


Fig. 2.

The mode here suggested, of a lantern in the center of the roof for lighting all common school-houses, is so great a change from common usage in our country, that it requires full and clear explanations for its execution, and plain and satisfactory reasons for its general adoption, and of its great excellence in preference to the common mode. They are as follows, viz.:

1. A skylight is well known to be far better and stronger than light from the sides of the building in cloudy weather, and in morning and evening. The difference is of the greatest importance. In short days (the most used for schools) it is still more so.

2. The light is far better for all kinds of study than side light, from its quiet uniformity and equal distribution.

3. For smaller houses, the lantern may be square, a simple form easily constructed. The sides, whether square or octagonal, should incline like the drawing, but not so much as to allow water condensed on its inside to drop off, but run down on the inside to the bottom, which should be so formed as to conduct it out by a small aperture at each bottom pane of glass.

4. The glass required to light a school-room equally well with side lights would be double what would be required here, and the lantern would be secure from common accidents, by which a great part of the glass is every year broken.

5. The strong propensity which scholars have to look out by a side window would be mostly prevented, as the shutters to side apertures would only be opened when the warm weather would require it for air, but never in cool weather, and therefore no glass would be used. The shutters being made [illegible] calking, in winter, would make the school-room much warmer [illegible] common; and, being so well ventilated, and so high in the center, more healthy.

[illegible] furnace, or open grate, being in the center of the room, has [illegible] heat to all parts, and equally to all the [illegible] go perpendicularly up, without any inconvenience ventilation, and the retention or escape [illegible] above.

[illegible] foundation of hard stone, laid with mortar [illegible] framed and covered with 1¼ plank, [illegible] put on vertically, with a fillet, chamfered

Plans, &c., of an Octagonal School-house.

Furnished for the "School and School-master," by Messrs. Town and Davis.

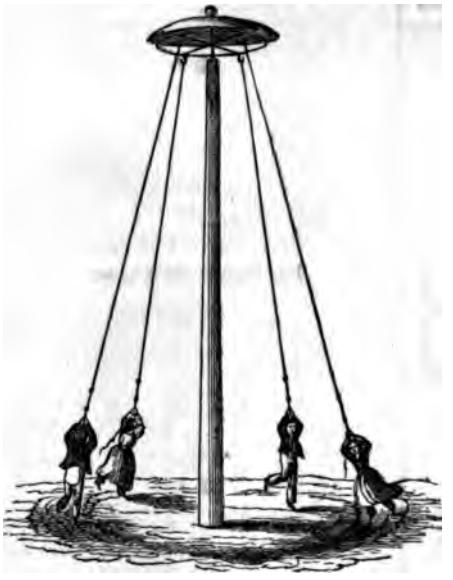


Fig. 1.

This design for a school-house intends to exhibit a model of fitness and close economy. The principles of fitness are, 1. *Ample dimensions*, with very nearly *the least possible length of wall* for its inclosure, the roof being constructed without tie beams, the upper and lower ends of the rafters being held by the wall plates and frame at the foot of the lantern. The ceiling may show the timber-work of the roof, or it may be plastered. 2. *Light, a uniform temperature, and a free ventilation*, secured by a lantern light, thus avoiding lateral windows (except for air in summer,) and gaining wall-room for blackboards, maps, models, and illustrations. Side windows are shown in the view, and may be made an *addition* by those who doubt the efficiency of the lantern light. (The lantern is not only best for light, but it is essential for a free ventilation.) With such a light, admitted equally to all the desks, there will be no inconvenience from shadows. The attention of the scholars will not be distracted by occurrences or objects out of doors. There will be less expense for broken glass, as the sashes will be removed from ordinary accidents. The room, according to this plan, is heated by a fire in the center, either in a stove or grate, with a pipe going directly through the roof of the lantern, and finishing outside in a sheet-iron vase, or other appropriate cap. The pipe can be tastefully fashioned, with a hot-air chamber near the floor, so as to afford a large radiating surface before the heat is allowed to escape. This will secure a uniform temperature in every part of the room, at the same time that the inconvenience from a pipe passing directly over the heads of children, is avoided. The octagonal shape will admit of any number of seats and desks, (according to the size of the room,) arranged parallel with the sides, constructed as described in specification, or on such principles as may be preferred. The master's seat may be in the center of the room, and the seats be so constructed that the scholars may sit with their backs to the center, by which their attention will not be diverted by facing other scholars on the opposite side, and yet so that at times they may all face the master, and the whole school be formed into one class. The lobby next to the front door is made large, (8 by 20) so that it may serve for a recitation-room. This lobby

The house should stand in a dry and airy situation, large enough to allow a spacious play ground. No pains should be spared on this principal and paramount department of a proper infant school. The more extensive the ground may be, the better; but the smallest size for 200 children ought to be 100 feet in length, by at least 60 in breadth. It should be walled round, not so much to prevent the children from straying, as to exclude intruders upon them, while at play: for this purpose, a wall or close paling, not lower than six feet high, will be found sufficient. With the exception of a flower border, from four to six feet broad all round, lay the whole ground, after leveling and draining it thoroughly, with small *binding* gravel, which must be always kept in repair, and well swept of loose stones. Watch the gravel, and prevent the children making holes in it to form pools in wet weather; dress the flower border, and keep it always neat; stock it well with flowers and shrubs, and make it as gay and beautiful as possible. Train on the walls cherry and other fruit trees and currant bushes; place some ornaments and tasteful decorations in different parts of the border—as a honeysuckle bower, &c., and separate the dressed ground from the graveled area by a border of strawberry plants, which may be protected from the feet of the children by a skirting of wood on the outside, three inches high, and painted green, all round the ground. Something even approaching to elegance in the dressing and decking of the playground, will afford a lesson which may contribute to refinement and comfort for life. It will lead not only to clean and comfortable dwellings, but to a taste for decoration and beauty, which will tend mainly to expel coarseness, discomfort, dirt, and vice, from the economy of the humbler classes.

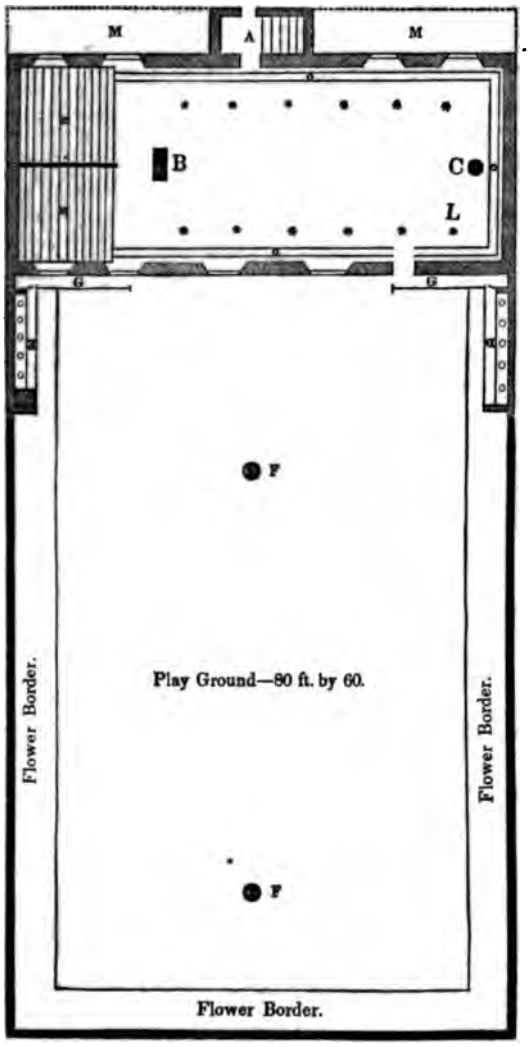
For the excellent and safe exercise afforded by the *Rotary Swing*, erect, at the distance of thirty feet from each other, two posts or masts, from sixteen to eighteen feet high above the ground; nine inches diameter at the foot, diminishing to seven and a half at top; of good well-seasoned, hard timber; charred with fire, about three feet under ground, fixed in sleepers, and bound at top with a strong iron hoop. In the middle of the top of the post is sunk perpendicularly a cylindrical hole, ten inches deep, and two inches in diameter, made strong by an iron ring two inches broad within the top, and by a piece of iron an inch thick to fill up the bottom, tightly fixed in. A strong pivot of iron, of diameter to turn easily in the socket described, but with as little lateral play as possible, is placed vertically in the hole, its upper end standing 4 inches above it. On this pivot, as an axle, and close to the top of the post, but so as to turn easily, is fixed a wheel of iron, twenty-four inches diameter, strengthened by four



Rotary Swing.

Plan, &c., of School-room and Grounds for an Infant School.

The following plan and explanations are condensed from a valuable manual for teachers in infant and primary schools, entitled "Infant Education," one of Chambers' Educational Course, published at Edinburgh, in 1840. It is nearly similar to the plan recommended by Mr. Wilderspin in his "Infant School System," and his "Education for the Young," and by Mr. Stow, in the "Manual on the Training System for Infant and Juvenile Schools."



School-room, 60 feet long by 25 wide, and 18 feet high.

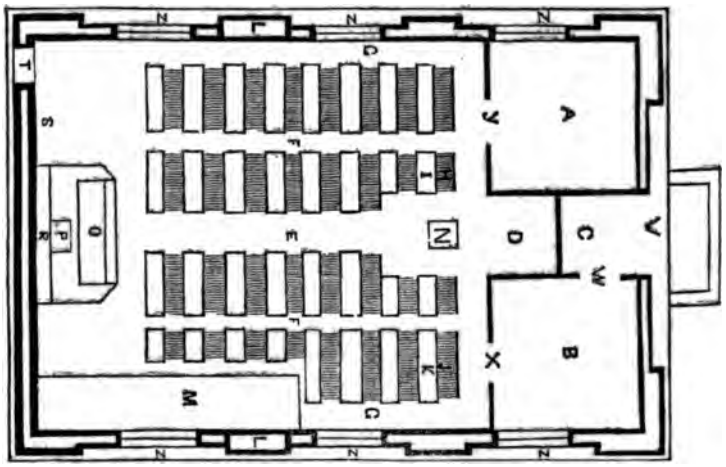
A. Porch and lobby, with stairs to the story above, if there should be a second story for a school for older pupils. The infant school should never be higher than the ground story. B. Movable rostrum, or small platform to hold one, two, or three children, when acting as general monitors to the whole school in the gallery. A low rail round it, will prevent them from falling from it. C. Stove, surrounded with a low rail.—(The room should be heated by a furnace.) N. Gallery, consisting of a series of steps the whole width of the room, each eight inches high, and 18 inches wide, divided in the center by a railing, one side for the boys, and the other for the girls. L. Lesson posts, to attach cards, &c. O. Seats round three sides of the room. M. Space for flowers and shrubbery protected by open fence. D. Boys', and C, Girls', water closet, on different sides of the play ground, and concealed by a screen and shrubbery, entered by covered way G. F. Gymnastic swing posts.

are three feet from the floor. Those on the south side are provided with curtains and blinds.

The proper ventilation of the room is provided for by the lowering of the upper sash, and by an opening 14 inches by 18, near the ceiling, into a flue, (Fig. 2.) *a*, which leads into the open air. This opening can be enlarged, diminished, or entirely closed by a shutter controlled by a cord.

The sides of the room are ceiled all round with wood as high as the window sill, which, as well as the rest of the wood work of the interior, is painted to resemble oak.

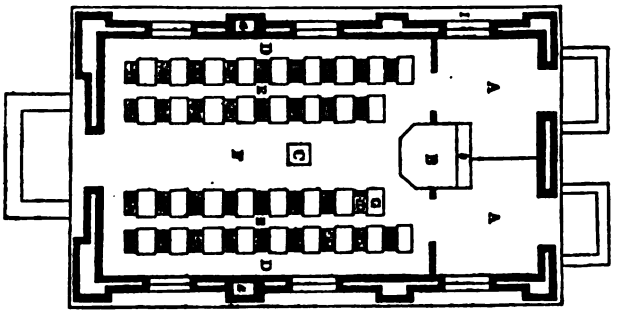
Taking the above elevation and plan as the basis, Mr. Dwight, the editor of the New York District School Journal, recommends the following enlargement and modification of the interior arrangements, as a good model for a district numbering 56 pupils.



The building is 36 ft. long by 26 wide, and 19 ft. high from the ground to the eaves, including 2 ft. base. V. Main entrance. C. Outer entry. W. Door leading into clothes entry B. X. Door into school-room 24 ft. by 24, and 15 ft high in the clear. N. Stove D. Recess for wood. Y. Door to recitation and library room A. M. Platform for recitation. O. Teacher's desk. P. His seat, and R. shelves for his books, &c. S. Map of the World, and on the opposite side of teacher, a blackboard. E. Center aisle 2 ft. wide. F F. Division aisle, 18 inches, and G G side aisles, 20 inches. K. Desk for two pupils, 4 ft. long by 18 inches wide. J. Seat for two, 12 inches wide, and varying from 9½ inches to 16 high. H I. Seat and desk for one pupil. Z. Windows three on each side. L L. Ventilation and smoke flue. The details of construction are the same as in the preceding plan. Mr. Dwight gives the following *specification*.

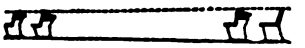
The elevation of building 36 ft. by 26 wide, the height of posts 17 feet, including sills and plates. The foundation course to be 2 feet out of, and 2 under ground. The foundation should be drained by a blind drain running around on the outside of foundation wall at bottom, 6 in. by 6 in., filled with pounded stone. Size of sills, 8 by 8 in.; posts, 8 by 8 in.; plates, 8 by 8 in.; studding, 3 by 8 in, 16 inches from center, with the exception of partitions in the corner, which should be 3 by 4 in.; there should be 2 pair of trussel or principal rafters for support of roof, size of timber as follows: Tie beams 8 by 8 in; principal rafters, 8 by 8 in.; king posts, 7 by 8 in.; jack braces, 6 by 7 in; small rafters, 3 by 4 in., two feet apart. Floor timbers, 3 by 10 in., two

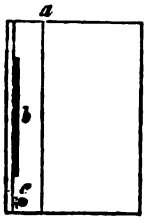
scholars. Back of the teacher is a range of shelves *b*, already supplied with a library of near 400 volumes, and a globe, outline maps, and other apparatus. On the top of the case is a clock. A blackboard 5 ft. by 4, is suspended on weights, and steadied by a groove on each end, so as to admit of being raised and lowered by the teacher, directly in front of the book case, and in full view of the whole school. At the bottom of the blackboard is a trough to receive the chalk and the sponge, or soft cloth.



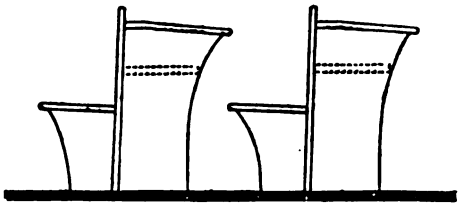
The passages D D, are 2 ft. wide, and extend round the room; E E are 15 inches, and allow of easy access to the seats and desks on either hand. F is 5 ft. 3 inches, and in the center stands an open stove C, the pipe of which goes into one of the flues, *a*. The temperature is regulated by a thermometer.

Each pupil is provided with a desk G, and seat H, the front of the former, constituting the back or support of the latter, which slopes 2½ inches in 16. The seat also inclines a little from the edge. The seats vary in height, from 9½ inches to 17, the youngest children occupying those nearest the platform. The desks are 2 ft. long by 18 inches wide, with a shelf beneath for books, and a groove on the back side *b*, (Fig. 4) to receive a slate, with which each desk is furnished by the district. The upper surface of the desk, except 3 inches of the most distant portion, slopes 1 inch in a foot, and the edge is in the same perpendicular line with the front of the seat. The level portion of the desk has a groove running along the line of the





Top of Desk.



Section of Seat and Desk.

slope *a*, (Fig. 4) so as to prevent pencils and pens from rolling off, and an opening *c*, (Fig. 8) to receive an inkstand, which is covered by a metallic lid.

The windows, I, three on the north and three on the south side, contain each 40 panes of 8 by 10 glass, are hung (both upper and lower sash) with weights so as to admit of being raised or lowered conveniently. The sills

Plans, &c., of a School-house in Washington District, Hartford, Ct.

This house is calculated to accommodate at least one hundred children, divided into a lower and upper department. For the present, the basement is not fitted up, and the upper room is arranged for a school of at least sixty pupils, of the ordinary school age, and is recommended for country districts of that number of children.

The building stands back 24 feet from the highway, on a dry, pleasant site, and at a distance from any other building. The lot includes a quarter of an acre, and is divided in the rear into two yards, one for the boys, and the other for the girls.

It is built of brick, with some reference to the laws of good taste, as well as comfort and convenience. The wood work of the interior is painted to resemble oak.



Fig. 1.

The exterior dimensions are 40 by 26 feet. The recess occupied by the columns is 4 by 8 feet; entry or lobby, (Fig. 2, A) is 8 ft. wide; the upper school-room is 30 by 25 feet, and 14 high in the clear; the space in front of the desk is 8 ft. 6 inches wide; the side aisles (C C) are 3 feet wide; the space in the rear (F) 4 feet wide, and the aisles between the desks (D D) each 2 feet 7 inches; each range of desks is 18 feet long by 4 feet wide.

The entrance is in front into a lobby (A) one side of which (a) is appropriated to the girls and the other (b) to the boys, and each side is fitted up with shelves, (a a) and hooks for hats, and outer garments. Scrapers, (r r) mats, (t t) and a shelf (c) for pail, wash basin, towel, drinking cup, &c., are provided for the comfort and convenience of the children, and to enable the teacher to enforce habits of neatness, order and propriety.

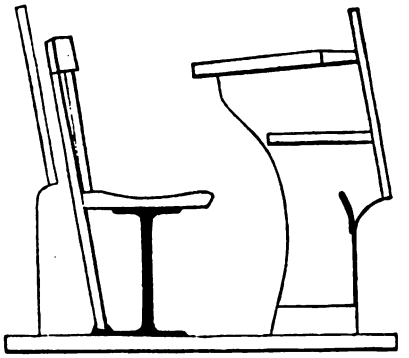
There are three windows on the north, and three on the south side, each with 32 lights of 12 by 8 inch glass. These windows are inserted nearly 4 feet from the floor, are hung (both upper and lower sash) with weights, and provided with Venetian blinds.

There is an opening near the floor, and another near the top of the room, into a flue (i) which leads into the open air. These openings can be enlarged, diminished, or entirely closed, at the discretion of the teacher. The windows can also be conveniently lowered or raised, both at the top and the bottom.

The room is warmed by a close wood stove, (S) the pipe from which is carried ten feet above the heads of the children into the smoke flue (*h*). The heat is regulated by a thermometer.

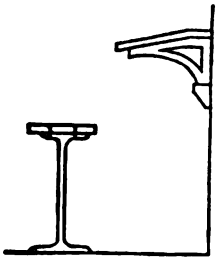
There are three ranges of seats and desks, capable of accommodating, when completed, 18 scholars each. In the first range the back seat is 18 inches high, and the desk, (the front edge) 29 inches from the floor, and the front seat 11 inches, and the corresponding desk, 23 inches; in the second, the same proportion is observed, except that the whole range is 1 inch lower, and the third, one inch lower than the second; i. e. the back seat of the third range is 16 inches, and the corresponding desk, 27 inches, and the

front seat 9 inches, and the desk 21 inches from the floor. Each scholar is provided with a chair, (Fig. 3) detached from the desk behind, and fastened to the floor by an iron pedestal. Each range of desks is divided by a partition extending from the floor to four inches above the surface of the desk. This partition, to which the desks are attached, gives great firmness to each, and at the same time separates the scholars from each other, and economizes room. Each desk is two feet long, (it should be 2 ft. 6 inches) and from 13 to 18 inches wide, with a shelf beneath for books. The upper surface of the desk, except 3 inches of the most distant portion, slopes 1 inch in a foot. Along the edge of the slope and the level portion, is a groove, to prevent pens and pencils from rolling off, and in the level part an opening (b) to receive a slate, (and there should have been another (c) for the inkstand, with a butt or metallic lid to close over it. Each desk should also have a sponge, pen wiper, and pencil holder, (a tin tube,) attached to it.)

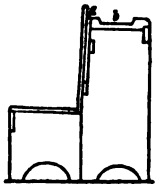




Range of Seats and Desks.



To accommodate six of the oldest and largest scholars in winter, a desk like a table leaf, will be attached to the highest end of each range (Fig. 2, 4, e e e) and to accommodate the same number of the smallest in summer, sand desks, (Fig. 5) can be placed at the lowest end (d d). The smaller children will ultimately be accommodated in the lower room.



The platform (B) for the teacher, occupies the space between the doors which open into the school-room, and is 9 feet long, 4 feet 6 inches wide, and 9 inches high. On it is a desk, (Fig. 2) 4 feet long by 2 feet wide, supported by two (v v) hollow pedestals, which will accommodate the books, &c., of the teacher. The lid of the desk is a slope, but can be supported by slides in the box of the desk so as to be a level. From the platform the teacher can conduct the instruction of his classes, arranged around it, or on either side, or in the area, (L) in the rear of the school, and at the same time have the rest of the school under his supervision.

Each desk is furnished with a slate of the best quality, and made strong by a band of iron over the corners fastened with screws. Behind the teacher, and in full view of the whole school, and accessible to the reciting classes, is a blackboard 9 feet long by 4 feet 6 inches wide, with a trough at

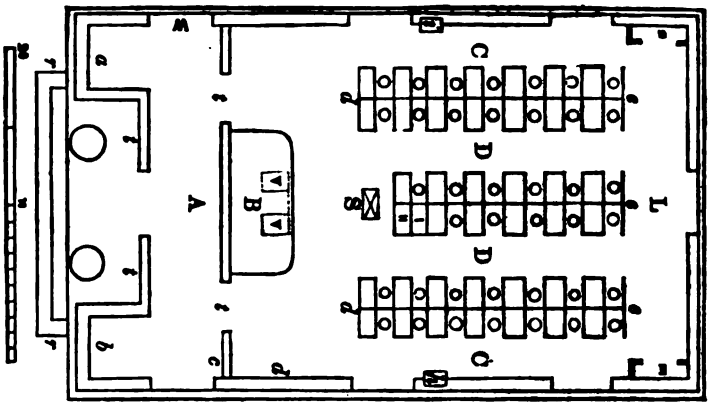


Fig. 2.

the bottom to receive the chalk or crayon, a sponge or soft leather. Over the black-board, are the printed and written alphabet, arithmetical and geometrical figures, the pauses, &c., for copying or general exercise. Along the edge of the blackboard, the length of an inch, foot, yard, &c., are designated. Over the teacher's platform, on the ceiling, the cardinal points of the compass are to be painted. In a case (G) 4 feet wide, 15 inches deep, and 7 feet high, in the rear of the room, there is a terrestrial and celestial globe, an orrery, a set of geometrical solids, a set of alphabetical and drawing cards, arithmetical blocks, and a numerical frame, a model to illustrate cube root, a set of outline maps and historical charts, a movable stand to support maps, diagrams, movable blackboards, &c. On the western wall, on each side of the window, are the eastern and western hemispheres, each six feet in diameter. There are also maps of Connecticut, Massachusetts, and the United States, and Catherwood's plan of Jerusalem, together with maps illustrative of the history of the bible. An eight-day clock is also provided.

The library case (E) is of the same size as the apparatus closet, and contains already nearly 400 volumes.



Fig. 6.

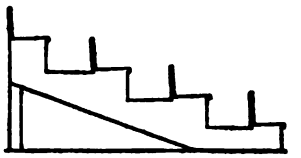


Fig. 7.

The movable stand for blackboard (Fig 6) is like a painter's easel. *a*. Pins on which the board rests. *c*. Hinge or joint to the supporting legs which are braced by hook *b*.

The primary department may be fitted up with a gallery, (Fig. 7) as is recommended by Mr. Wilderspin for infant schools, consisting of a series of seats, ascending from the floor. The first or lowest is 8 inches; each ascending, one being one inch higher than the next before it.



View of Whiting Street Primary School. New Haven.

Plan, &c., of High School, Middletown, Ct.



Fig. 1.

The High School building is located on Parsonage street, away from the business part of the city. The lot is 227 ft. on the street, by 200 ft. deep, and is divided into two equal parts, one of which is appropriated to the boys, and the other to the girls. The building stands near the center of the lot, east and west, and 12 feet from the street. The entrances are on the side next to the street.

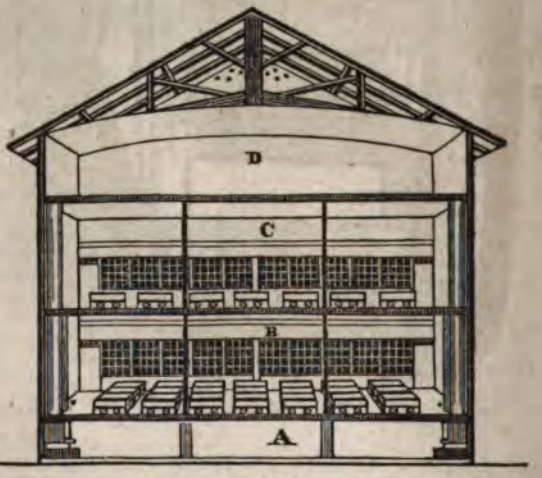


Fig. 2. Transverse Section.

A. Basement, 90 ft. by 50, and 9 ft. in the clear. B. Male Department, 50 ft. by 47, and 12 ft. high in the clear, with two recitation rooms 25 ft. by 12. C. Female Department, same dimensions as Male Department. D. Attic arched, appropriated for calisthenic exercises.

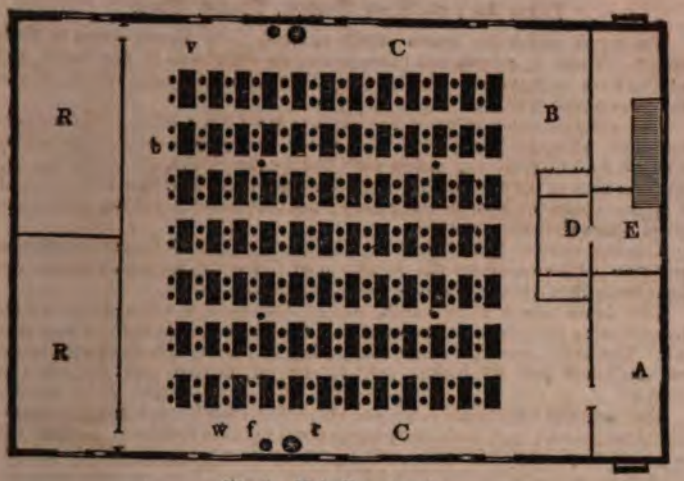


Fig. 3. Male Department.

The exterior dimensions of the building are 72 ft. by 54. It is two stories high, with a basement 9 ft. in the clear, and an arched attic, 6 ft. to the spring of the arch. The first story is occupied by the male department, and the second by the girls' department. The basement will be used as a play ground for the boys in wet weather, and the attic is appropriated for calisthenic exercises for the girls, and meetings of the whole school.

The lower school-room is 50 ft. by 47, and 12 ft. high in the clear, with two recitation rooms, each 25 ft. by 12. The entrance is from the East, near the end, into a lobby (A) 8 ft. wide, and fitted up with scraper, mats, hooks, &c. &c.

The desks are so placed, that the scholars face towards the teacher's platform, (D) which is against the northern partition, separating the school-room from the entry. The desks are placed in seven ranges, containing each 12 desks, each desk accommodating two scholars, and the front of one desk constituting the back of the preceding one. The seats and desks are painted green. Each range is separated from the other by an aisle 18 inches wide, and the whole body of desks is surrounded on three sides by an open space (C C) 6 feet wide.

On each side of the teacher's platform (D) there is a platform with an open space (B) in front, of 10 ft., of half the elevation, for two assistants. In the rear of the platform is a room (E) appropriated to the teacher.

The recitation rooms are separated from the school-room by a glass partition. Two sides of each is occupied by blackboards.

The school-rooms and recitation rooms are ventilated by openings at the top and bottom, into eight flues carried up in the wall into the space between the arch of the attic and the roof. This space communicates at all times with the open air by a grating at either end, (as indicated in Fig. 1 and 2.)

The school-room is heated by two furnaces in the basement, the hot air ascending through the openings (r r) into the lower room, and carried into the second story and attic, by conductors (f f.)

There are six large windows to the school-room, and one to each recitation room. The windows are protected by venetian blinds, which are never opened. The amount of light is graduated by opening or closing the slats.

The girls' school-room is on the second floor, and is, in every respect like the one below. Both rooms are well supplied with blackboards, and with a set of Mitchell's series of Outline Maps, and globes.

Plan, &c., of East School, Salem, Mass.

The lot on which the house stands extends from Essex street to Bath street.—There is a sufficient passage-way on each side of the house, and access from each street. The north end faces the common, which affords the most ample play-ground, always open.

The exterior dimensions of the building are 136 by 50 ft. The school-rooms are 65 by 36 ft. and 15 ft. high, each: the space in front of the desks, 65 by 4 ft. 6 inches; the space occupied by the desks, 59 by 25 ft.; the space in rear of the desks, 65 by 6 ft. 6 inches; the floor of which is raised 8 inches above the floor of the rooms; the side aisles are 3 ft., and all the other aisles 18 inches in width.

The desks are so placed that the scholars sit with their faces towards the partition which separates the school-room from the recitation rooms, the light being thus admitted in their rear and on one side.

The desks are 4 ft. in length, and of four sizes in width, the two front ranges being 16 inches, the two next 15, the two next 14, and the two next 13. The desks are also of four sizes in height; the two front ranges being, on the lower side, 27 inches, the two next 26, the two next 25, the two next 24.

The desks in each school-room are placed in ranges, each range containing eleven desks, and each desk being fitted for two scholars; so that 176 scholars may be received in each department, or 352 in the whole school. The desks are constructed like tables, with turned legs, narrow rails, inclined top and a shelf beneath. The legs and rails are of birch, stained and varnished, and the tops of cherry, oiled and varnished. The legs are secured in the floor by tenons. The tables of the teachers are constructed and finished like the desks of the scholars.

The chairs are also of four sizes; those in the two front ranges being 12 by 12½ inches in the seat, (i. e. extreme width, the sides being of the usual shape of chairs,) and 16 inches in height, and those in the succeeding ranges being reduced in height in proportion to the desks, and also varying proportionally in the dimensions of the seats.

The chairs are constructed with seats of bass wood, and cherry backs; the seats and backs hollowed, and the seats resting on wooden pedestals, secured to the floor by tenons and screws.

Upon the front edge of the raised platform, in the rear of the desks, settees are placed, which are of the same length as the desks, and are placed in corresponding positions, with intervening spaces in continuation of the aisles. The settees are placed with the back towards the desks, and are designed exclusively for the use of classes attending reviews before the principals. The settees in width and height correspond to the largest size of chairs, and are constructed of the same materials, and finished in the same style.

In the center and at the extremities of the range of settees, are placed tables, (of 4 by 2 ft. 6 inches, oval shape,) which are occupied by the assistants, during general exercises, when the station of the principal is in front of the desks, the middle one being used by the principal when attending reviews.

Each recitation room (18 by 10 ft.) is appropriated to a single course of study, as marked upon the plan, and is therefore used exclusively by one assistant. Three sides of the room are appropriated to seats, being lined with cherry wood, (oiled and varnished) to a height reaching above the heads of the scholars. The lining is projected at the bottom, so as to furnish inclined backs to the seats, which are constructed of cherry wood, 13 inches in width, 2 inches thick, with hollowed top and rounded edge, supported on turned legs, the height being 15½ inches from the top of the seat to the floor. The fourth side of the room, opposite the window, is occupied by a blackboard of 3 ft. in width, which extends across the space upon each side of the door.

All the spaces between the doors and windows upon the four sides of the

school-rooms are occupied by blackboards. In the spaces between the windows upon the rear, recesses have been constructed, which are fitted with book-shelves, and are closed by means of covers in front, which are raised and lowered by weights and pulleys. These covers are blackboards, and are so finished as to represent sunken panels. Drawers are constructed beneath the blackboards to receive the sponges, chalk, &c.

Circular ventilators are placed in the ceiling of each school-room and recitation room; three in each school-room of 3 ft. in diameter, and one in each recitation room of 2 ft. in diameter. These ventilators are solid covers of wood, hung with hinges, over apertures of corresponding size, and raised or lowered by means of cords passing over pulleys, through the ceiling into the room below, the cords terminating in loops, which are fastened to hooks in the side of the room. When the ventilators are raised, the impure air escapes into the garret, the ventilation of which is also provided for by means of the circular windows in the gable ends, which turn on pivots in the center, and are opened or shut by cords passing over pulleys in the same manner as the ventilators.

Each school-room is warmed by a furnace, placed directly under the center of the space in front of the desks, the hot air ascending through a circular aperture of 2 ft. in diameter, which is represented upon the plan. The smoke-pipe, (of galvanized iron) is conducted upward through the center of this aperture, and thence, after passing a considerable distance into the school-room, through one of the recitation rooms into the chimney, which is built in the center of the front wall. The recitation rooms are warmed by means of apertures at the top and bottom respectively of the partitions which separate them from the school-rooms, which being open together, secure a rapid equalization of temperature in all the rooms. These apertures are fitted to be closed, with revolving shutters above, and shutters hung on hinges below.

In the partition wall between the school-rooms, is a clock having two faces, and thus indicating the hour to the occupants in each room. The clock strikes at the end of each half hour. In the ante-rooms, (marked F, F, on the plan Fig. 1) are hooks for caps, overcoats, &c. In each of these rooms, also, there is a pump and sink.

In the *lower story*, there are two primary school-rooms 36½ ft. by 24½ ft., each seating 60 children. Each child has a chair firmly fixed to the floor, but no desk. In the rear there is an appropriate shelf for books, for each pupil, numbered to correspond with the number on the chair. In front of the school, there is a blackboard occupying the distance between the doors, and a desk, at which the several classes stand in succession, and copy appropriate exercises on the slate from the blackboard.

For this school-house, with all its completeness of arrangements and regulations, the city of Salem is indebted mainly to the indefatigable exertions of the late Mayor, the Hon. Stephen C. Phillips. During the three years of his administration, every school-house was repaired or rebuilt, and all the schools brought under an admirable system. On leaving his office, in 1842, he gave to the city for school purposes, his salary for three years, amounting to $2,400, which has been applied to repairing and refurnishing the High School building, which is now a monument of his taste and munificence.



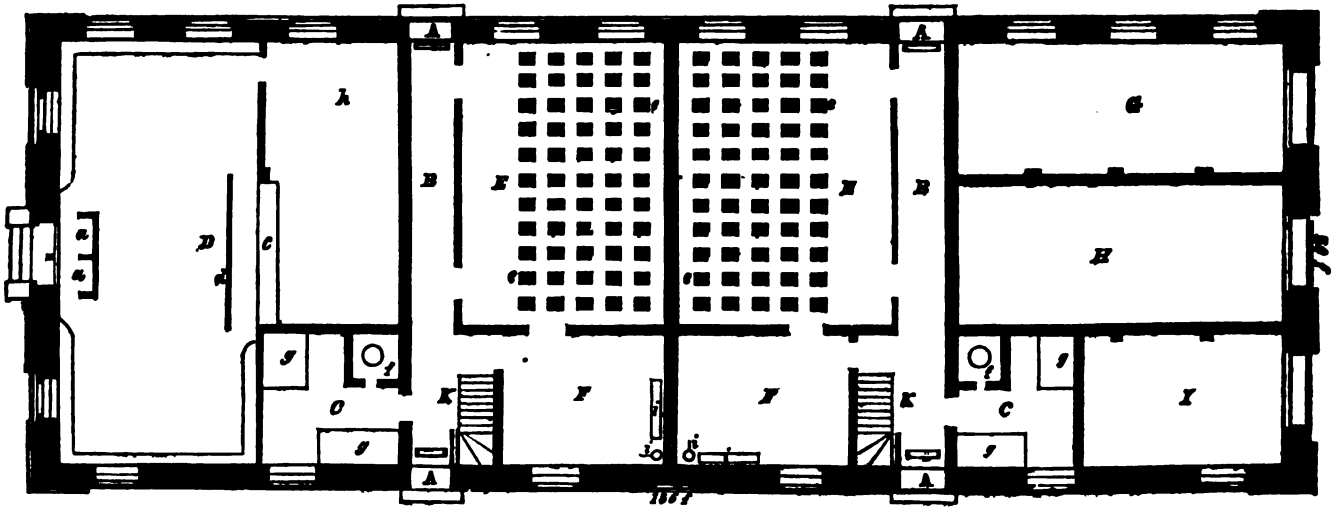
High School Chair.

The High School, and one of the new primary schools, are furnished with "Kimball's Improved School Chair," which for strength, comfort, and style of finish, is superior to any other now before the public.



Primary School Chair.

FIGURE 1 EAST SCHOOLHOUSE, SALEM. *First Story.* [Scale 1-20 inch to a foot.]

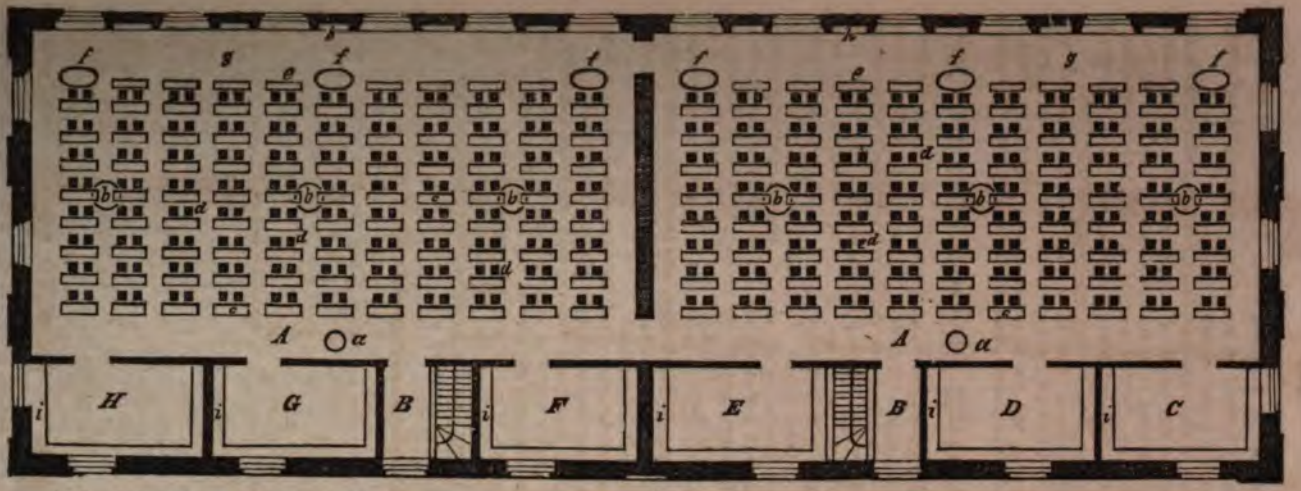


A, A, A, A—School entrances.
B, B—Passages, 5 feet wide.
C, C—Furnace and fuel rooms, 15 by 13 feet.
E, E—Primary schools, 36.6 by 24.3 feet.
e, e—Seats in primary schoolrooms.

F, F—Ante-rooms, 15 by 19 feet.
K, K—Stairs to second story.
f, f—Furnaces.
g, g—Fuel and ash bins.
i, i, i, i—Pumps and sinks.

The other apartments in the lower story are occupied for various city purposes, which it is unnecessary here to specify.

FIGURE 2. EAST SCHOOLHOUSE, SALEM. *Second Story.* [Scale, 1-20 inch to a foot.]



A, A—Schoolrooms, 65 by 35 feet each.
B, B—Entries and stairs from the first story.
C—Recitation room for reading, first course, 17 by 10 feet.
D— " " " grammar, " 18 by 10 "
E— " " " reading, second course, 19 by 10 feet.
F— " " " arithmetic, " 19 by 10 "
G— " " " geography, 18 by 10 feet.
H— " " " arithmetic, first course, 17 by 10 feet

a, a—Hot air entrances.
b, b, &c.—Ventilators, 3 feet diameter, in the upper ceilings of the rooms.
c, c—Desks.
d, d—Seats.
e, e—Settees.
f, f, &c.—Tables for teachers.
g, g—Platform, raised 8 inches above floor of rooms.
h, h—Recesses, containing books.
i, i—Seats occupying three sides of recitation rooms.

Description of Latin and English High Schools, Salem.

The interior of this building is fitted up in a style of ornamental and useful elegance which has no parrallel in this country.

The Latin School is believed to be the first Free School established in the United States, and probably in the world, where *every person* within certain geographical limits, and possessing certain requisites of study, has an equal right of admission, free of cost. It was founded in 1637, and has continued without interruption, giving a thorough preparation to students for college, to the present day. The English High School was established in 1827.

The walls of the Latin Grammar School are enriched and adorned with inscriptions in the Greek and Latin language and character. These are not merely apothegms of wisdom, but mementoes of duty; they are fitted to inspire the pupils with noble sentiments, and are the appropriate "*Genius of the Place.*"

The interior of the English High School is adorned in a manner no less appropriate and useful.

In the center of the ceiling is the circle of the zodiac, 29 feet in diameter. The ventilator, 3½ feet in diameter, represents the sun, the spots being designated upon the nucleus in conformity to the latest telescopic observation. The divergence of the solar rays is also fully exhibited. The earth is represented in four different positions, indicating the four seasons. The moon also is described in its orbit, and its position so varied as to exhibit its four principal changes. The globular figure of the earth is clearly shown, and lines are inscribed upon it representing the equator, tropics, and polar circles. The hour lines are also marked and numbered. The border of the circle represents upon its outer edge the signs of the zodiac, with their names, and within, the names of the months. The signs are divided into degrees, and the months into days, both of which are numbered. The thirty-two points of the compass are marked upon the inner edge, the true north and magnetic north both correctly indicated,—the variation of the needle having been ascertained by a recent series of observations.

The circle of the zodiac, as thus described, being enclosed within a square panel, the exterior spaces in the four angles are filled up as follows:

The western angle exhibits the planet Saturn, with his rings and belts, as seen through a telescope, and his true size in proportion to the sun, supposing the circle of the zodiac to represent the size of the sun. The eastern angle exhibits Jupiter, with his belts, of a size similarly proportionate. The other primary planets and the moon are described according to their relative sizes, in the southern angle. In the northern angle is a succession of figures, designed to represent the varying apparent size of the sun, as seen from the different planets. In the ceiling there are also two oblong panels, one towards the western, the other towards the eastern extremity. The western panel contains a diagram, which illustrates, by their relative position, the distance of the several planets, primary and secondary, from the sun, which is placed at one end of the panel. The several planets are designated by their signs, and the figures, placed opposite to each, show how many millions of miles it is distant from the sun. The satellites of the Earth, Jupiter, Saturn, and Herschel, are described as revolving in their orbits around their respective primaries. The eastern panel contains a diagram, which illustrates the theory of the solar and lunar eclipses. The moon is represented in different parts of the earth's shadow, and also directly between the earth and the sun.

Upon the four sides of the room, in the space above the windows and doors, eight panels are described, containing as many diagrams, which illustrate successively the following subjects:—

1. The different phases of the moon. 2. The apparent, direct, and retrograde motions of Mercury and Venus. 3. The moon's parallax. 4. The commencement, progress, and termination of a solar eclipse. 5. The diminution of the intensity of light, and the force of attraction in proportion to the increase of the squares of distance. 6. The transit of Venus over the sun's disc. 7. The refraction of the rays of light by the atmosphere, causing the sun, or other celestial bodies, to appear above the horizon when actu-

ally below it. 8. The theory of the tides, giving distinct views of the full and neap tide, as caused by the change of position and the relative attraction of the sun and moon.

The two small panels over the entrance doors represent, respectively, the remarkable comets of 1680 and 1811, and the theory of cometary motion as described in the plates attached to Blunt's "Beauty of the Heavens."

The diagram in the large panel upon the north side of the recitation platform represents the relative height of the principal mountains and the relative length of the principal rivers on the globe. The mountains and rivers are all numbered, and scales of distance are attached, by which the heights and lengths can be readily ascertained. The relative elevation of particular countries, cities and other prominent places, the limits of perpetual snow, of various kinds of vegetation, &c., are distinctly exhibited. This diagram is a copy of that contained in Tanner's Atlas.

The diagram in the corresponding panel on the south side of the recitation platform represents a geological section, the various strata being systematically arranged and explained by an index.

The space between the windows upon the north and south sides of the room are occupied by inscriptions in which the diameter, hourly motion, sidereal period, and diurnal rotation of the several primary planets and the earth's moon, are separately stated, according to calculations furnished for the purpose by Professor Peirce, of Cambridge. The hourly motion and sidereal period of the four asteroids are also stated in corresponding inscriptions upon the western side. The diameter and rotation of the sun are inscribed upon the edge of the circular recess beneath the ventilator.

Over the frontispiece, which surmounts the recess upon the teacher's rostrum, is a beautifully executed scroll bearing the inscription,

"ORDER IS HEAVEN'S FIRST LAW."

This motto may be regarded as equally appropriate, whether viewed as explanatory of the celestial phenomena which are figured upon the walls, or as suggesting the principle which should guide the operations of the school.

The clock is placed within the recess, upon the wall of which the course of studies prescribed for the school, and arranged into two divisions, is conspicuously inscribed.

Many of the charity schools of Holland contain paintings of no inconsiderable excellence and value. In Germany, where every thing, (excepting war and military affairs,) is conducted on an inexpensive scale, the walls of the school-rooms were often adorned with cheap engravings and lithographs, of distinguished men, of birds, beasts, and fishes;—and, in many of them, a cabinet of natural history had been commenced. And throughout all Prussia and Saxony, a most delightful impression was left upon my mind by the character of the persons whose portraits were thus displayed. Almost without exception, they were likenesses of good men rather than of great ones,—frequently of distinguished educationists and benefactors of the young, whose countenances were radiant with the light of benevolence, and the very sight of which was a moral lesson to the susceptible hearts of children.

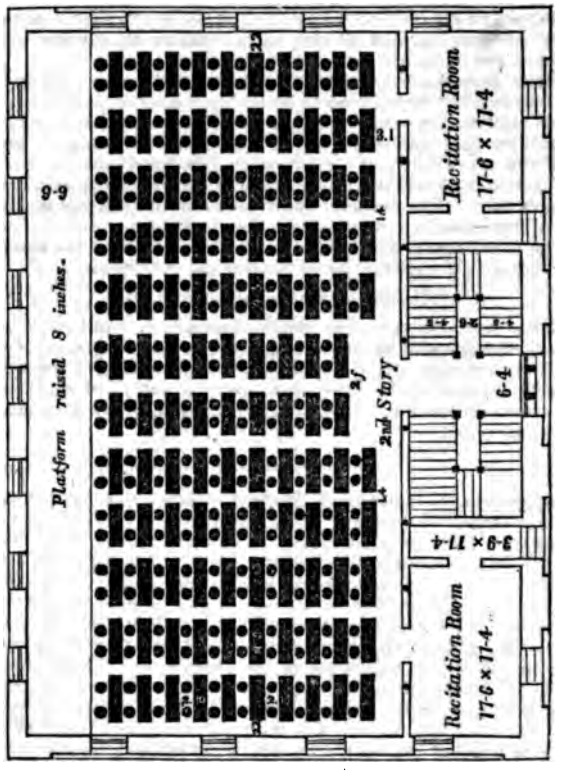
In the new building for the "poor school" at Leipsic, there is a large hall in which the children all assemble in the morning for devotional purposes. Over the teacher's desk, or pulpit, is a painting of Christ in the act of blessing little children. The design is appropriate and beautiful. Several most forlorn-looking, half-naked children stand before him. He stretches out his arms over them, and blesses them. The mother stands by with an expression of rejoicing, such as only a mother can feel. The little children look lovingly up into the face of the Saviour. Others stand around, awaiting his benediction. In the back-ground are aged men, who gaze upon the spectacle with mingled love for the children and reverence for their benefactor. Hovering above is a group of angels, hallowing the scene with their presence.—*Mr. Mann's Seventh Annual Report.*

PLANS, &c., OF BRIMMER GRAMMAR SCHOOL, BOSTON.

This building was erected in 1843. It is situated on Common-street, near Washington. It is 74 feet in length on the street, by 52 feet deep, with three stories. The entrance is in the center of the front into a hall 8 feet wide, leading through into the yard in the rear, which is divided by a wall into three portions. The passage to the second and third floors is by a double flight of stairs near the front door.

The first floor is occupied by two Primary School-rooms, each 30 by 22 feet, and 11 feet high; and the Ward-room, 30 by 50 feet.

The school-room on the *second floor* is 70 feet by 37 feet wide, and 14 feet 6 inches high between the bays. The ceiling is plastered up between the bays, (cross timbers) by which eighteen inches are grained in height, dividing the ceiling into equal compartments. There are two recitation rooms, one



on each side the entrance, 17 feet 6 inches, by 11 feet 4 inches each, with two windows in each room, and benches on all the sides for the pupils. The school-room is lighted on three sides, and contains 118 desks, and 236 chairs, two chairs to each desk, the desks and chairs being of four sizes. The tops of the desks are cherry wood, and the chairs are Wales' patent. The desks are separated by aisles one foot four inches in width, except the center aisle, which is two feet wide.

The aisles on the side nearest the recitation-rooms, are three feet wide, and those at each end, 2 feet 6 inches each. The platform on which are the desks of the master and assistants, is eight inches high, and 6 feet 6

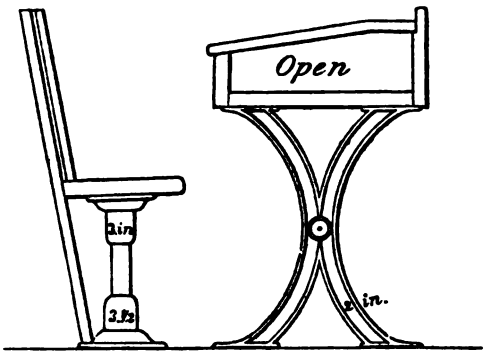
inches wide, and the desks are so placed *that the pupils sit with their backs to the platform;* and the pupils are so arranged at the desks in classes and sections, that when one class is reciting, the desk is only occupied by one pupil. The windows are shaded by inside blinds painted green.

The school-room on the *third floor* is of the same size, having an arched ceiling 13 feet high in the center, with recitation-rooms and other arrangements similar to the school-room on the second floor.

The building is warmed by two furnaces, and ventilated by six flues, discharging into the attic, from which the impure air is carried off by copper ventilators in the roof. The openings into the flues in the school-rooms are controlled by Preston's ventilators.

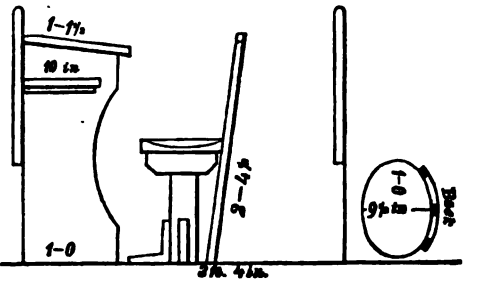
The frame of Preston's Ventilator is made of a flat bar of iron $2\frac{1}{2}$ by $\frac{1}{4}$ inch, framed at the corners, the end at each corner running by in order to receive a clamp to screw the frame to the brick work; the door is of plate iron, ($\frac{1}{16}$ wire gage), with a rod passing down the center of the plate, on the back side, each end of the rod running by the plate and entering the frame, forming a pivot on which the plate or door of the ventilator turns. The door shuts against a projection in the frame.

The chair in the accompanying section of a desk and seat, similar to those with which the new Latin High School in Bedford-street is furnished, is Wales' *Patent School chair*. The iron standard is one solid piece, having no joining to get loose, or come apart in the use. They are made of any height and size from 8 inches to 17 inches from the top surface of the seat to the floor, by S. Wales, jun., 66 Kilby-street, Boston.

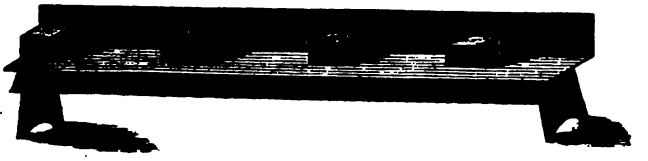


The standard of the desk, represented in the cut, is also cast iron.

The desks in the Brimmer School are more like the one represented in the accompanying section of desk and chair used in the Elliott Grammer School.



The cut below represents the bench used in the Primary School. The scholars are separated by a compartment A, which serves as a rest for the arm, and place of deposit for books.



Slate Blackboard.

In the class-rooms of the American Asylum for the Deaf and Dumb, and all similar institutions, where most of the instruction is given by writing, and drawings on the blackboard, large slates from three feet wide, to four feet long are substituted for the blackboard. These slates cost from $2 to $3, and are superior to any other form of blackboard, and in a series of years prove more economical.

Plaster Blackboard.

As a substitute for the painted board, it is common to paint black a portion of the plastered wall when covered with hard finish, (i. e. plaster of Paris and sand;) or to color it by mixing with the hard finish a sufficient quantity of lamp-black, wet with alcohol, at the time of putting it on. The hard finish, colored in this way, can be put on to an old, as well as to a new surface. Unless the lamp-black is wet with alcohol, or sour beer, it will not mix uniformly with the hard finish, and when dry, the surface, instead of being a uniform black, will present a spotted appearance.

Canvas Blackboard.

Every teacher can provide himself with a portable blackboard made of canvas cloth, 3 feet wide and 6 feet long, covered with three or four coats of black paint, like Winchester's Writing Charts. One side might, like this chart, present the elements of the written characters classified in the order of their simplicity, and guide-marks to enable a child to determine with ease the height, width, and inclination of every letter. Below, on the same side, might be ruled the musical scale, leaving sufficient space to receive such characters as may be required to illustrate lessons in music. The opposite side can be used for the ordinary purposes of a blackboard. When rolled up, the canvas would occupy a space three feet long, and not more than three inches in diameter.

Directions for making Crayons.

A school, or the schools of a town, may be supplied with crayons very cheaply, made after the following directions given by Professor Turner of the American Asylum for the Deaf and Dumb.

Take 5 pounds of Paris White, 1 pound of Wheat Flour, wet with water, and knead it well, make it so stiff that it will not stick to the table, but not so stiff as to crumble and fall to pieces when it is rolled under the hand.

To *roll* out the crayons to the proper size, two boards are needed, *one*, to roll them *on;* the *other* to roll them *with*. The first should be a smooth pine board, three feet long, and nine inches wide. The other should also be pine, a foot long, and nine inches wide, having nailed on the under side, near each edge, a slip of wood one third of an inch thick, in order to raise it so much above the under board, as, that the crayon, when brought to its proper size, may lie between them without being flattened.

The mass is rolled into a ball, and slices are cut from one side of it about one third of an inch thick; these slices are again cut into strips about four inches long and one third of an inch wide, and rolled separately between these boards until smooth and round.

Near at hand, should be another board 3 feet long and 4 inches wide, across which each crayon, as it is made, should be laid so that the ends may project on each side—the crayons should be laid in close contact and straight. When the board is filled, the ends should be trimmed off so as to make the crayons as long as the width of the board. It is then laid in the sun, if in hot weather, or if in winter, near a stove or fire-place, where the crayons may dry gradually, which will require twelve hours. When thoroughly dry, they are fit for use.

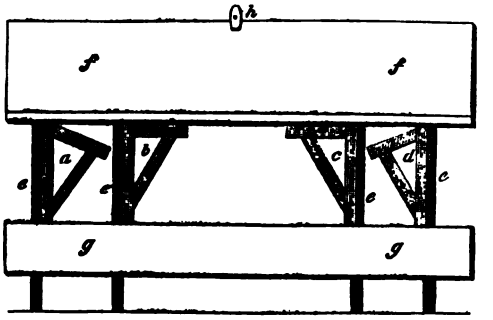
An experienced hand will make 150 in an hour.

Hints respecting Blackboards.

The upper portion of the standing blackboard should be inclined back a little from the perpendicular, and along the lower edge there should be a projection or trough to catch the particles detached from the chalk or crayon when in use, and a drawer to receive the sponge, cloth, lamb's-skin, or other soft article used in cleaning the surface of the board.

Blackboards, even when made with great care, and of the best seasoned materials, are liable to injury and defacement from warping, opening of seams, or splitting when exposed to the overheated atmosphere of school-rooms, unless they are set in a frame like a slate, or the panel of a door.

By the following ingenious, and cheap contrivance, a few feet of board can be converted into a table, a sloping desk, one or two blackboards, and a form or seat, and the whole folded up so as not to occupy a space more than five inches wide, and be easily moved from one room to another. It is equally well adapted to a school-room, class-room, library or nursery.



f f Under side of the swinging board, suspended by rule-joint hinges, when turned up, painted black or dark chocolate.

a d Folding brackets, inclined at an angle of 75 degrees, and swung out to support the board when a sloping desk is required.

b c Folding brackets to support the swinging board when a bench or flat table is required.

e e e e Uprights attached to the wall.

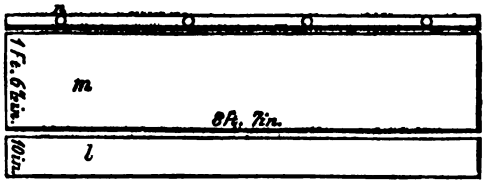
g g Form to be used when the swinging board is let down, and to be supported by folding legs. The under side can be used as a blackboard for small children.

h A wooden button to retain the swinging board when turned up for use as a blackboard.

n Opening to receive inkstands, and deposit for slate, pencil, chalk, &c.

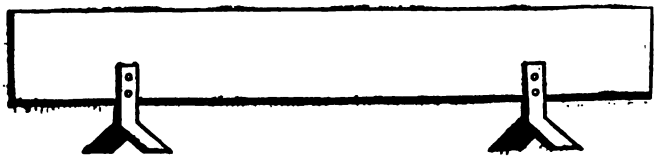
m Surface of swinging board when let down.

l Surface of form or bench.



When not in use, or let down, the desk and form should hang flush with each other.

A cheap movable blackboard can be made after the following cut (Fig. 3.



In Geography.

Goodrich's National.
Huntington's.
Malte Brun's.
Mitchell's Outline Maps.
Mitchell's Primary.
" School Geography.
Morse's School Geography.
Olney's.
Parley's Primary.
Willard's Primary.
Woodbridge's Modern.

In Grammar.

Balch's.
Brown's Institutes.
Bullion's Practical Lessons.
" English Grammar.
Cutler's.
Fasquelle.
Fisk's.
Murray's.
Greenleaf's.
Smith's.

In Composition.

Parker's Progressive Exercises.
" Aids to English Composition.

In History.

Goodrich's United States.
Hale's United States.
Keightley's.
Parley's Common School History.
Whelpley's Compend.
Worcester's.

In Penmanship and Drawing.

Columbian.
Cook's.
Holbrook's Drawing Cards.
Root's.
Winchester's.

In Book-keeping.

Colt's.
Harris'.
Preston's.

In Algebra.

Bourton's.
Colburn's.
Day's.
Davies'.
Sherwin's.
Tower's Intellectual.

In Surveying.

Flint's.

In Astronomy.

Blake's.
Burritt's Geography of the Heavens.
Kendall's Uranography.
Olmsted's.

In Natural Philosophy.

Blake's.
Comstock's.
Olmsted's.
Swift's.

In Mental and Moral Philosophy, &c.

Abercombie's Moral Philosophy.
Good's Book of Nature.
Watts on the Mind.
Wayland's Practical Ethics.

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Documents referred to in the Report of the Commissioner of Public Schools, submitted November 1, 1845.

APPENDIX. NUMBER XIV.

PUBLIC SCHOOLS IN CITIES AND LARGE VILLAGES.

When references were made in the Report to this number of the Appendix, it was intended to present the history and condition of the public schools in various cities and large villages, where they had been organized on a plan of gradation more or less similar to the one presented in the Report. In connection with the schools which are universally recognized in a system of public instruction, a brief notice was intended to be taken of such educational institutions, as "Infant Schools," "Reform Schools," "Industrial and Farm Schools," and "Schools for Juvenile Offenders." But for want of room, most of the matter intended for this Appendix, will be omitted, except such portions as relate to the operation of a Public High School.

The establishment of this grade of public schools, is often opposed on entirely different grounds. By some it is claimed, that while the pecuniary burden of its support will fall mainly on the property of the wealthy, their children will not derive any benefit from the school; and on the other hand, it is regarded by many with jealousy, as affording special advantages to a few professional and wealthy families, or as educating the children of the industrial class, is above the business for which the wishes or circumstances of their parents may have destined them. Since that portion of the Report in which this subject is discussed, was printed, information has been collected to show the operation of this grade of public schools in cities and large districts in this and other states, where they have been established, long enough to show their appropriate fruits. Extracts from which is given below.

BRATTLEBORO, *Vermont.*

"The organization of the present school system in this village, dates back over a space of nearly five years, at which time, for a population of fifteen hundred people, there were four district schools, taught as usual.

by males in winter, and females in summer; and in addition to these, the same number of select schools, including an incorporated academy. Our citizens were in no respect satisfied with the means of education offered to their children;—the poorer class, since the academy producing its usual and legitimate effect, had rendered the district school wholly unworthy of its design; and the more affluent, in that the select schools were indifferently supported, and taught by persons only temporarily employed in the business of instruction.

A few gentlemen interested in the young, observing this unfortunate condition of the schools, proposed a trial of the present system; but were met by the doubts, fears and indifference of the many, and the determined and violent opposition of a few. Some (there were honorable exceptions) of the wealthiest tax payers, resisted the efforts of the friends of the system, because they had educated their children in the select schools; while the poorer class were influenced to believe that the system was designed to educate the children of their more favored neighbors. But, by the prudence of the friends of the system, and mainly by the cooperation of the mother's of Brattleboro, these objections were overruled, and now seem scarcely to be felt,—by the latter class, as they are sensible that their children receive the equivalent of an academic English education at a trifling expense; and on the part of the former, since the improvement of the school system has induced some to select Brattleboro as a place of residence, and a greater number of its present citizens to remain; thus exerting a favorable influence on the value of real property.

Such was the origin of the present school system, and the obstacles it had to contend against. The high school is now based upon a foundation not to be shaken; for it has taken deep root in the affections of the community, and is sustained and cherished, by their most ardent exertions and wishes for its prosperity and perpetuity. By strangers and the friends of common schools in neighboring towns, the inquiry is often made, what are the advantages of the present, over the old system; and, as we apprehend, they may be stated as follows:

In exerting a most favorable influence upon the primary schools. Preparatory to admission to the central school, are certain qualifications; so that parents are induced to exercise greater vigilance over the welfare of the lowest grade of schools, and teachers, being brought more or less into comparison by the success of the candidates from their respective schools, are stimulated to greater exertion. The consequence has been, that that part of education, which formerly was most neglected, is now watched with the most lively interest; and the most happy effects follow. The greatest care is used in selecting teachers for these schools, which we regard as in no respect behind the high school, in point of excellence.

Again, one half, and even a greater fraction, of the children of the village, it is apprehended, would be unable to bear the expense of any thing like a full course of instruction in select schools, while under the present system they are carried through studies, covering six or eight years, at a trifling expense. In the same school-room, seated side by side, (we have but one department for both sexes) according to age and size, are eighty children, representing all classes and conditions in society. The lad or miss, whose father pays a school tax of thirty-five dollars, by the side of another whose expense of instruction is five cents *per annum*. They play cordially and happily on the same grounds, and pursue the same studies—the former frequently incited by the native superiority and practical good sense of the latter. While the contact corrects the factitious gentility and false ideas of superiority in the one, it encourages cleanliness and good breeding in the other. There are exceptions, of course; but such is the general effect, according to my observation and common

remark. Envy, jealousy and contempt, have given place to kindness confidence and respect. Such, sir, was *not* the case, when we had four select schools in this village, not one of which remains. There are other advantages of a more miscellaneous character resulting from the system, which I will briefly mention.

The central school belongs to each parent in the village—a patrimony which they leave to their children—an inheritance indefeasible except by their indifference; and, that it may not depreciate in value, they are constant in their visits and attention. Its influence has collected a well selected and much read library of nine hundred volumes, and created a taste for reading among all classes. It has secured a corps of competent and permanent teachers in the primary schools, and insured uniformity in books and the course of studies. Teachers from other towns visit the central school, to witness the modes of instruction, and school committees to obtain the improvements in construction of the house, seats, laying out grounds, &c. The effect upon the whole community, has been favorably felt, in directing attention to the subject of education.

The friends of the system were apprehensive that the citizens of Brattleboro, would not submit to the expense of the system—that fifteen hundred people would be unwilling to raise fifteen hundred dollars, for the education of their children; but the trial has proved the contrary. Under the former system, four males were employed in winter, and the same number of females in summer, in the district schools. These have now become primary schools, and are taught the year round by women; thus making a saving in expense, sufficient to pay the salary of the teacher of the high school; so that the expense, week for week, is no more than before the present organization. The aggregate, however, is greater; and for the reason, that we now have forty-three weeks of schooling, whereas formerly we had only twenty six in the year. But this increased expense, owing to increase of teaching, is more than saved to the district, by the closing of four female schools."

HALLOWELL, *Maine.*

"When the proposition was made six years ago to classify the scholars, and establish a gradation of schools, consisting of primary, grammar and high schools, vigorous opposition was manifested on the ground of increased *taxation*, and from an impression, that efforts to elevate the standard of education among the poorer classes would not be attended with beneficial results. The practical operation, however, of this system for six years, has, it is believed, removed all objections, and fully convinced the most skeptical, of its increasing utility.

Our classification at present includes seven primary schools, two grammar schools,—one for each sex—and one high school for both sexes. The high school contains sixty scholars, and is under the care and instruction of one teacher. In it all the higher English, and also the Classical studies are pursued systematically far enough to qualify youth for practical business or for college. The influence of this school is decidedly manifest in elevating public sentiment in reference to the advantages of common schools, and the value of general education. It presents also a powerful stimulus to the children in the lower schools, to greater diligence and effort to qualify themselves to gain admission. So that even our grammar schools now, are far better than our best schools, public or private, before this system was introduced. The effect also is visible in removing the necessity of private schools, the children of all classes vieing with each other on a common level for elevation, and the only ground of distinction being good scholarship and correct deportment. Nor can the benevolent mind contemplate, without high satisfaction, its

results, in imparting a gratuitous education of an elevated character, to hundreds of children, whose pecuniary means are totally inadequate to secure it at private expense.

While this system proffers to all our children advantages equal to those enjoyed in our best academies, it has diminished the expenditure, including both public and private instruction in this place, about six or seven hundred dollars, being about twenty-five per cent. per annum. And whereas, before the adoption of this system, the wealthy and elevated classes would scarcely entrust their children to the public schools, now the children of all classes mingle on terms of reciprocal cordiality and kindness. Nor is this consideration of trifling importance, in view of their moral character, and their future relations in life.

On the whole, it is the general opinion, that greater obstacles would *now* be encountered in inducing the community to abolish their present system of schools, than were opposed to its introduction."

NANTUCKET, *Massachusetts.*

"Our Public High School has been in operation eight years, and has, during the whole of this time, been highly useful in many ways. It has been a stimulus to exertion to the scholars of the lower schools, and has furnished us with well-educated females, as assistants in our grammar schools, and principals in the primary. Before the establishment of our high school, we had several private schools, where the children of the wealthy received an education beyond the reach of the poorer classes, who, although they had the interest and desire, had not the means to obtain it. When the school was first established, many kept their children back; but we were fortunate in obtaining as the teacher, Mr. Peirce, now principal of the State Normal School at West Newton, (then teaching a private school here,) whose success was such that soon the public schools took the lead, and private institutions almost wholly ceased. All cheerfully sent their children to the high school as soon as they were qualified for admission, and very many who had patronized private schools, when they found that their children failed in the examination for admission to this school, from superficial teaching, sent them into the public grammar schools, where no favor was shown, and no glossing over was tolerated; and there they fought their way up, side by side with their poorer school mates, learning many good lessons besides those in the exact sciences.

The whole amount of money expended for schools, has been much diminished by the substitution of a public for private schools, and the teaching has been much more thorough in the former than it was in the latter, as the temptation is not so strong with the teacher of the public school to force children forward in order to please perents and fill up his school. The whole community seem to be aware of this, and the sum expended for the support of our schools has been freely increased since the establishment of the high school, by the vote of many, who, because they paid large sums to private schools, were not before free to be taxed to support schools which their children did not attend. The general interest in schools is much increased, and the admittance to the high school is valued by all, rich as well as poor.

We have one high school, where we finish the English and commence the classical education. Males and females attend the same school, as in all our schools, and this we think highly desirable. In our first two grades, our teachers are all females; in the next two, the grammar and high schools, we have male principals and female assistants. The average number in our high school is one hundred, and since its establish-

ment, hundreds have obtained a good education, who would otherwise have been deprived of it from want of means. Some who finished their course at this school, are now teaching here and elsewhere with great success. We consider that without the high school our system of public education would be very imperfect."

NEWBURYPORT, *Massachusetts.*

"The Female High School was established by the town of Newburyport nearly three years since, under great opposition. It was the desire of its principal advocates, to make it such a school, in respect to the course of instruction, and facilities for acquiring knowledge, and laying the foundation for usefulness, as should so successfully compete with our best private schools, as to supersede their necessity. As might be supposed, an arrangement of this nature conflicted with various interests; and so loud and bitter was the hue and cry of opposition, that even its most zealous advocates began to tremble for the success of their enterprize.

At the time of the organization of the school, much was said, publicly and privately, in the streets and in the newspapers of the day, respecting the probable practical working of the scheme. The rich were told that they were to be taxed for the support of a school by which *they* could not hope to be benefited; and the poor, that the children of the rich would occupy the seats, to the exclusion of theirs. I was myself a stranger to both parents and children, and entered upon my duties, with no acquaintance with the circumstances or history of any of my pupils. A few days after we were organized, a gentleman came into the school room to make some inquiries respecting the classes of society most fully represented amongst us. I was totally unable to give him the desired information, and judging from the appearance of the individuals of my charge, I could form no idea as to who were the children of poor parents, or of those in better circumstances. I mentioned the names of the parents of several, which I had just taken, and, amongst others, of two young ladies, of seventeen or eighteen years of age, who, at that moment, it being recess, were walking down the room, with their arms closely entwined about each other's necks. 'The first of the two,' said the gentleman, 'is a daughter of one of our first merchants, the other has a father worse than none, who obtained a livelihood from one of the lowest and most questionable occupations, and is himself most degraded.' These two young ladies were classmates for more than two years, and very nearly equal in scholarship. The friendship they have formed, I am confident no circumstances of station in life can ever impair.

Some weeks after the school had commenced, I found, on entering, one morning, the young ladies greatly excited; a crowd gathered around me and began to pour forth their complaint in the most indignant terms. It seemed that an article had that morning appeared in one of the papers, in which it was declared that 'the rich and poor could no more be made to mingle, than oil and water,'—and that already enough had been witnessed amongst the members of the new school, to substantiate the position. I have rarely heard a warmer burst of indignation than this article occasioned in our little community. Indeed, every attempt made to sow the seeds of discord amongst us, has resulted in drawing upon the heads of those who would have done us this evil, the unqualified contempt of all the members of the school.

We have had in our number many from the best families, in all respects, in the place. They sit side by side, they recite, and they associate most freely with those of the humblest parentage, whose widowed mothers, perhaps, toil day after day, at the wash-tub, without fear of contamination, or, as I honestly believe, a thought of the differences which exist.

sicians; one clergyman; one baker; one bricklayer; one broker; one cabinet-maker; one cooper; one dentist; one lawyer; two mariners; one millwright; two physicians; two stage-drivers; two tailors; one victualler; three weavers, &c. &c.

The 183 pupils who left the High School for the year ending in July, 1845, are now engaged in thirty-seven different occupations. For examples, there are two bakers; three blacksmiths; one bookbinder; five bricklayers; one brickmaker; fifteen carpenters; fourteen clerks; three cordwainers; two coopers; five druggists; three engineers; three engravers; three farmers; four grocers; two hatters; two iron-founders; one jeweller; six machinists; four lawyers; seven mariners; two printers; two sail-makers; fifty-three store-keepers; ten teachers; two tinmen, &c. This table shows, that this school is not only high in its position at the head of the public schools, and as its elevated and extended course of instruction under the ablest and highest priced professors, would indicate, but that it is *public* in the best sense of the word, in as much as its advantages are open without any charge for tuition to pupils of merit, from all classes and occupations of society, who are thus well educated *for* business, and not *above* it. Prof. Hart remarks, 'that the direct advantages of the school are reaped chiefly by those whose circumstances would otherwise prevent their sons from receiving a good education. I would add to the evidence furnished by this table, my own conviction derived from a personal knowledge of the pupils for the last three years, that more than three-fourths of all the pupils of the High School, but for its existence, would never have had the means of acquiring more than a very moderate share of the lowest rudiments of knowledge.'"

New Orleans, *Louisiana.*

The following account of the system of public schools established in New Orleans, shows that the same results which have followed the thorough organization and liberal support of public schools, in cities and large villages at the North, have been realized at the South, and under circumstances where success was pronounced impossible, when the enterprize was commenced. The city of New Orleans is divided into three municipalities, each, for all purposes of police, the management of schools, and care of the streets, being independent of the other.

"The Public Schools of the Second Municipality in the city of New Orleans, were opened in January, 1842. At that time no school house had been erected. The first apartment occupied was an unfinished store loft. The number of pupils at the close of the first month, was not far from three hundred. By the end of the year it exceeded eight hundred. It has been constantly increasing ever since, and at the present time exceeds two thousand.

It is computed that the white population of the municipality, between the ages of five and fifteen, is not far from three thousand. In the course of the past year, near two thousand five hundred pupils, very few of whom were over the age of fifteen, have at different times attended the schools. About three hundred are in private schools, leaving two hundred as the probable number who have not been in any school.

The schools are of three grades, the high schools, the intermediate and the primary. The schools of the two latter grades are, in most in-

stances, taught in one and the same edifice, and are under the supervision of the same principal.

The high school for boys was opened two years since; that for girls less than a year since. Only a small proportion of the pupils are expected to attend these schools, the number in each being now near forty.

Children of five years of age are admitted into the primary department, and all are advanced from grade to grade, as they become qualified; none, however, being admitted into either high school, under twelve years of age. In the primary classes, arithmetic and geography are commenced. In the intermediate, grammar, composition, declamation, and the history of the United States, are added to the branches taught in the lowest department. None are admitted into the high schools, until well acquainted with every thing taught in the intermediate; and the qualifications of candidates are ascertained by a strict examination. In this grade pupils have an opportunity of attending, not only to the higher studies of an English course, but also to the French, Latin and Greek languages, except that the two latter are not taught in the girls' school. The pupils in the intermediate department now number near five hundred, and in the primary near fifteen hundred.

All the schools are daily opened at 9 o'clock, with the reading of a few verses in scripture, without note or comment, and by uniting reverently in prayer, according to a prescribed form. They are open till half past two o'clock, with proper intervals for relaxation, and are closed with a song of a pastoral, moral or patriotic character, vocal music being taught in them all.

The good order of these schools attracts the notice of all who visit them. It is also intended that whatever is taught shall be taught thoroughly. In the public school is fully realized the republican and Christian doctrine of equal rights, which is elsewhere too often only a beautiful theory; and in the public schools of the second municipality, may be seen the sons of the chief magistrate of the state, of the wealthy capitalist, and of the day laborer; the children of the Catholic, the Protestant and the Jew, with nothing but personal merit to distinguish one from another. The rich and the poor here meet together on that common ground, which they occupy in the sight of Him who is the Maker of them all.

Last autumn, a night school was opened for the accommodation of apprentices and others who could not attend in the day time. Near a hundred and fifty pupils have enjoyed the benefit of its instructions. It is now closed, to be reopened in October.

The number of schools—not including the night school—is eleven, and they are taught in eight different buildings. Six of the schools comprise both intermediate and primary classes, and three are for the primary only.

Three of the school buildings have been erected in the course of the four past years, and are well fitted for their purpose. They are eighty feet in length, two of them thirty-five feet wide, the other forty, and two stories high, each story, with one exception, being sixteen feet. Each of these houses has accommodations for four hundred pupils. Each of the stories is divided into three apartments, by partitions sliding upward; so that each teacher may have his pupils under his own care, free from the interruptions of other classes; and also that the three rooms may be converted into one, for the exercise in vocal music, or whenever convenience requires. These schools are named the Washington, the Franklin, and the Marshall. The Fulton school is taught in a building which was originally a dwelling-house, but which has been altered, so as to be well suited to its present purpose. It accommodates the same number of

pupils as each of the others. The other four houses are rented on short leases. It is proposed to erect another school house the present year, similar to the others.

In all those schools where there are boys and girls under the same roof, their rooms and yards are wholly separate. The male pupils exceed the female in number about two hundred.

There are forty-two teachers, eleven of them males, with a general superintendent, who is daily in the schools from their opening to their close. The supervision of the whole is under a board of twelve Directors, appointed annually by the municipal council, and who are required to visit each of the schools once a week. They receive no pecuniary compensation.

Semi-monthly meetings are held under the direction of the committee on teachers, at which all the teachers must be present; and a certain number of them are required to render such written reports, and offer such suggestions, as shall conduce to the interests of the schools.

The municipal council, with the full approbation of their constituents, have ever been liberal in their appropriations for public instruction. There is no charge against any pupil, not even for books, every thing requisite for the schools being supplied at the public expense. The ordinary expenditure for a year past—including the rent of rooms for about one fifth of the pupils—has been not far from thirty-six thousand dollars.

Connected with the public schools is a Lyceum and Library Society. Any pupil of these schools, by paying twenty-five cents a month, till the sum amounts to nine dollars, becomes a life member of the society. He may pay the whole at once, if he prefers. Six thousand dollars have been raised in less than eighteen months by these payments, including two or three liberal donations; and a library comprising four thousand volumes is already provided. At no distant period, this library will become one of the largest in our country, as, from the manner in which its funds are raised, there will be an ever increasing accession from year to year. Annual subscribers are also admitted to its privileges. It is scarcely necessary to mention, that the purpose of this association is almost wholly, to provide the means of extending an education beyond school-going days, and of imparting useful instruction at every period of life. The Lyceum is to go into operation whenever the funds shall amount to ten thousand dollars, which will be within a year or two. The object of the Lyceum is, to provide courses of lectures, to be delivered by able professors during several months of each year, illustrated by such apparatus and experiments as may be requisite. The erection of a Municipal Hall has lately been commenced, worthy of a munificent community, both in design and dimensions, which will contain ample accommodations for the library, and also a lecture-room of sufficient size to receive the numerous auditory who will be entitled to enter it.

An extract from the tenth annual report to the council, of the committee on finance, will close this brief sketch. After mentioning that the expenditure for 'public education, and for lots and buildings for our schools,' amounts to one hundred and ninety-five thousand dollars, since the commencement of the present school system, the committee proceed to say, 'it will be perceived that the expenses incurred for public education have been exceedingly great, but the success of the efforts of the council, in this holy cause, leaves no room for regret. These efforts are tending to grand results. Not only is their influence being felt throughout our state, but it is extending throughout the great valley of the Mississippi, and unborn millions will benefit by the enlightened policy of the council, so nobly sustained by its constituents.

'The finance committee will only refer to this subject in its fiscal bearings, the least important, the least worthy of attention.

'They entertain no doubt, that the pecuniary benefit derived by the taxable citizens from our public schools, far exceeds their cost. Their excellence not only attracts population within our limits, but it prevents great numbers from moving beyond them to other parts of the city, where rents are from fifty to seventy-five per cent. lower than they are in this municipality.

'The perfection of our system of public education is in fact a prominent cause of this difference; and although these considerations in no manner influenced the council in establishing public schools, yet it is a gratifying fact, and may be important to the cause, that while they are dispensing knowledge to the youth, and benefit to all, they are also adding to the prosperity of those who chiefly contribute to their support.'

BANGOR, *Maine.*

"At the time our high schools were established, there were no less than three flourishing private schools for advanced scholars, and a large number of smaller establishments for younger pupils; and the wealthier families were, most of them, averse to the change of system. It was, indeed, carried through the city councils by the mechanics of the city. At first it was only a high school for boys. We succeeded in procuring a preceptor of first rate acquirements and capacity—our present teacher for that school. Such was the success of the experiment, and such the enthusiasm got up by this school, that in a few months, the private schools for boys failed from want of pupils. Shortly after, a high school for girls was instituted with no less success; and since 1836—the first high school went into operation in 1835—private schools, except for small scholars, and for these mostly on account of the crowded state of our primary schools, have ceased. And this, too, notwithstanding our high schools, and an intermediate grade between these and the primary, called select schools, have often been crowded, so that the scholars have been kept back when their acquirements entitled them to advance. Nothing I have ever witnessed in school improvement has equalled the change these schools wrought in the state of education here. We wrought out a system of our own, and with great labor, and in the face of no small opposition, have carried it through the schools in the city proper. Our schools are a regular grade from infant classes (those too young to study) to the high schools, four, or as it operates, five regular grades. In all cases the advance is controlled by attainments, so that each scholar is looking up to the next degree above him, until he reaches the high school, and then his next step, if pursuing a liberal education, is the university. And we have the fullest evidence that no pupils enter the universities of our state with a better preparation, or a more thorough training, than the young men who go directly from our public schools.

The improvement of the state of education in this city, which followed and has been wrought out by the establishment of these schools, and the grading system which grew out of their establishment, is set low at fifty per cent. The comparison, indeed, is almost a contrast, and the alacrity with which money is voted to sustain our schools, even in times of severest pressure—and such times we have had with a vengeance—affords ample testimony to their excellence. The rich and the poor meet together, and show that our declaration of independence is not far out of the way *in this respect*, in declaring that all men are created equal. Many of our finest scholars are found from the obscurest families, and the mingling of all classes, has had a most happy influence in breaking up caste, and associating minds by simpathy, taste and similarity of charac-

ter, rather than by the accidental and artificial modes which illy harmonize with our democratic institutions.

As to expense, our present system costs, I presume, not one half of the old. Few send their children abroad, which, among the wealthier families, was almost universally the practice before. We expend annually, for the support of our schools, aside from school-houses, between $8,000 and $9,000, to a population of about 12,000. One teacher to a school is our general practice—only employing assistants when the schools are very full. We prefer this, as it gives unity and harmony to the course of study, and to the formation of the mind and character. It is also more economical. The greatest objection to it is, that it severely tasks the teacher, inasmuch as he must be qualified, and keep his mind furnished for all the branches pursued in the school. We are satisfied, however, that this is, mentally, an advantage to the teacher, inasmuch as it serves to keep him from getting a beaten track, and becoming a *mere piece of mental machinery*, with a given set of motions and powers."

PRIMARY SCHOOLS.

The establishment of Primary Schools for young children, is one of the most important steps in the history of public instruction in this country. This was first done in Boston, in 1818, and was effected mainly by the efforts of Elisha Ticknor. Mr. Ticknor was born in Lebanon, Conn. in 1757, removed to New Hampshire in 1774, and subsequently to Boston, where he became principal of the Free Grammar School at the south end, till 1795. He left this post on account of impaired health, but continued to take an active interest in the public schools of the city. So early as 1805, he called the attention of his friends to the neglected condition of the young children, especially among the poor. By the then existing regulations of the public schools, these schools were not open to children under seven years of age, and to those only who could read in plain English lessons. This amount of instruction could be readily given in the family by educated mothers, or in schools supported at the expense of those who were able and willing to pay for such instruction. But for the children of the poor, the uneducated or the unwilling, there was no provision, and the consequence was, that a large number of the youthful population of the city, were growing up without any education. It was not till in May 1818, that assisted by Hon. James Savage, (who is still living, and who needs no other mention to cause him to be remembered with gratitude by the poor of his own and other cities, than that he was the author, in 1817, of the first "Institution for Savings,") he was able to induce the selectmen of Boston to insert an article in the warrant for the town meeting in June, to see if the citizens would authorize the opening of a school at the public expense, for children under the age of seven years. In this meeting, held on the 11th of June 1818, five thousand dollars was voted for that year, to begin the experiment, and a committee of twenty-five members appointed to superintend the enterprize. Of this committee Mr. Ticknor was chairman, and continued to hold that post of labor and responsibility to these schools, till his death in 1821. The proposition was opposed in the outset principally on the ground of expense, as every step for improvement of common education there and elsewhere, has always experienced. In the second year, an addition of fifty per cent. was made to the town appropriations, and almost every year since, the grant from the public treasury has increased to meet the expenditures for teachers and buildings for this class of schools. There are now 131 schools, containing 8,500 pupils. Since 1830, this class of schools have been introduced into most of the large cities of the country, and include over 100,000 children.

RULES AND REGULATIONS,

FOR THE CLASSIFICATION, DISCIPLINE AND INSTRUCTION OF PUBLIC SCHOOLS.

In this Number of the Appendix, it was originally intended to present selections from the "*Rules and Regulations*," of school committees, in different towns in this and other states, for the purpose of sustaining the recommendations which the report contains, by the success which has followed their adoption elsewhere. But the length to which this document has already extended, will only allow of the introduction of the "*By-laws of the School Committee, and Regulations of the Public Schools in the City of Providence*," adopted June 10, 1844. Neither the system of public schools which these regulations embody, or the regulations, which are so admirably framed to realize the object for which the system was established, can be adopted by any other town, without such modifications as their peculiar circumstances may require. They will, however, furnish useful hints to school committees in framing a code of regulations respecting the attendance, classification, studies, books, discipline and instruction of their respective schools.

An explanation of the unparalleled success which has, in so short a time, followed the present organization and administration of the school system of Providence, will be found in part in these "By-laws and Regulations." Here it will be seen, that the peculiar facilities of a large and compact population, for a regular gradation of schools, have been improved,—that a suitable number of schools of each grade have been established, to accommodate all the children of the city,—that the regular and punctual attendance of the children while connected with the public schools, is secured,—that the pupils of each school are classified according to their attainments,—that a thorough and liberal course of study, embracing the simplest rudiments, and preparation for business, or for college, with strict attention to health, morals and deportment, is open to children of all classes, free of expense, and without preference or partiality,—that provision is made for a uniformity and adequate supply of books,—that teachers are employed in reference to the grade of school they are to teach, after an examination by a committee appointed for this purpose, and are paid a fair compensation for their services,—and that the system in all its details is subjected to the constant and thorough supervision of an telligent, practical and faithful committee, aided by an officer who devotes his whole time to their service, and the improvement of the

schools. The same cardinal principles, practically embodied in the school system of any town or district, large or small, agricultural or manufacturing, must produce good schools. The school-houses need not be so large, or so expensive, the classification of schools so complete, teachers so high priced, or the supervision so minute, but they must be as good as the circumstances of the town, or district, will allow. When individuals, occupying the same position as to wealth, education, enterprize, and professional and social standing, in their respective towns, as did the members of the school committee of Providence, in 1844, are willing to devote time and effort to the administration of the school system, it will be an unfailing sign of the prosperity of the schools, and the pledge of their progressive improvement.

The school committee of Providence consists of thirty members, elected by the City Council. The following gentlemnn comprised the committee in 1844, and were organized and distributed into sub-committees as follows:

Hon. THOMAS M. BURGESS, President.

EDWARD R. YOUNG, Secretary.

On Accounts.
Messrs. Moses B. Ives,
Stephen T. Olney.

On Qualifications.
Messrs. William G. Goddard,
Alexis Caswell,
Alexander Duncan,
William T. Dorrance,
Thomas M. Burgess.

Executive and High School.
Messrs. John Barstow,
John J. Stimson,
Thomas M. Burgess.

First District. Five Schools.
Messrs. Richmond Brownell,
Elisha Dyer, Jr.
Amos D. Smith,
Shubael Hutchins.

Second District. Four Schools.
Messrs. Isaac Thurber,
Alexander Duncan,
Edward P. Knowles,
Stephen T. Olney.

Third District. Four Schools.
Messrs. Alexis Caswell,
William T. Dorrance,
John A. Wadsworth,
Joseph G. Metcalf.

Fourth District. Three Schools.
Messrs. Edward B. Hall,
Moses B. Ives,
Amherst Everett,
Gamaliel L. Dwight.

Fifth District. Four Schools.
Messrs. Edward R. Young,
Barzillai Cranston,
Amasa Manton,
George H. Tillinghast,
John R. Burrows.

Sixth District. Seven Schools.
Massrs. William G. Goddard,
Samuel Osgood,
Esek Aldrich,
Robert Knight,
John F. Phillips,
William C. Snow.

NATHAN BISHOP, Superintendent of Public Schools—Office in the High School—Office hours from 12 to 1 o'clock.

BY-LAWS

OF THE SCHOOL COMMITTEE AND REGULATIONS OF THE PUBLIC SCHOOLS IN THE CITY OF PROVIDENCE.

CHAPTER 1.—SECTION 1.—BY-LAWS OF THE SCHOOL COMMITTEE.

Art. 1. *Organization.*—In the week succeeding the annual appointment of the School Committee, in June, the Secretary for the year preceding, shall call a meeting of the new Committee for the purpose of organization. At this meeting, the President and Secretary shall be chosen by ballot; and the President, having been duly sworn or affirmed faithfully to discharge the duties of his office, shall administer the same oath or affirmation to the members present, and to the other members as soon as they shall meet with the Committee.

Art. 2. *Appointment of Standing Sub-Committees.*—After the By-Laws have been read and adopted, the Committee shall, upon nomination of the President, elect the following Standing Sub-Committees, to hold their places during the year, viz.: An Executive Sub-Committee, a Sub-Committee on Qualifications, a Sub-Committee on Accounts, a Sub-Committee for the High School, and a Sub-Committee for each District: the whole Committee being divided, with due regard to the number of Schools in each District, into as many District Committees as there are Districts, the High School being considered as a District in the division.

Art. 3. *Chairman of Committees.*—The person first named on every Special or Standing Sub-Committee, shall be the Chairman thereof, and act as such until such Special or Standing Sub-Committee shall elect a Chairman, and all Special, as well as the Standing Sub-Committee, shall expire with the year.

Art. 4. *President, &c., shall preside at all meetings.*—The President shall take the chair at the hour appointed for every meeting of the Committee; and shall maintain the rules of order which are usually observed by deliberative bodies. In his absence, the Secretary shall call to order, and a President *pro tempore* shall be elected.

Art. 5. *Appointment of Examining Committees.*—The President shall appoint one or more members of the Committee, and inform them of their appointment, to attend the quarterly examination of each Primary and each Intermediate School, and he shall also appoint the Examining Committees to attend and conduct the quarterly examinations of the Grammar Schools.

Art. 6. *Annual Report to the City Council.*—In case a Sub-Committee is not appointed for the purpose, the President shall cause a report of the condition and expenses of the Schools during the past year, and an estimate of the necessary expenses for the year ensuing, to be presented to the City Council on the first Monday in June, annually. The report shall be accompanied with an abstract of the record of the absences of members during the year, and of their excuses, kept by the Secretary.

Art. 7. *Roll called and Records read.* The Secretary shall call the roll of the members at the opening of every meeting, and note all absences and excuses. He shall keep a full and fair record of all the proceedings of the Committee, and preserve on file all papers relating to the business of the same. He shall read at the opening of every meeting, except that held for the organization of the Committee, the record of the previous meeting. At the meeting for organization, the record shall be read as soon as the Officers and Sub-Committees are chosen.

Art. 8. *Call of Regular and of Special Meetings.*—The Secretary shall send a notification of every regular or special meeting to the dwelling-house or place of business of each member of the Committee, at least one day previous to the meeting. Special meetings shall be called by the Secretary, at the request in writing of the President, or of any five members of the Committee.

Art. 9. *Chairman of every Sub-Committee to be notified, &c.*—He shall give notice to the Chairman of every Sub-Committee appointed, stating the commissi and the names of the members associated with him.

Art. 10. *Bills and orders to be transmitted to the City Treasurer quarterly.*—Immediately after each quarterly meeting of the Committee, the Secretary shall transmit to the City Treasurer a schedule of such bills and orders upon the Treasury as the Committee may have authorized; which schedule shall be countersigned by the Chairman of the standing Sub-Committee on Accounts, or by the President.

Art. 11. *List of Committees, not having reported, to be read.* The Secretary shall keep a list of all Special and Standing Committees to which any subject may have been referred, and shall read the same at each quarterly meeting until said Committees shall report on the subjects so referred.

Art. 12. *Records, &c., open to Inspection.* The record of every meeting shall be made up as soon as may be after the close of the same; and the record-books and files of papers shall be at all times open to the inspection of the members of the Committee, and of the Superintendent.

Art. 13. *The Executive Sub-Committee.* This Committee shall consist of three members. They shall advise the Superintendent in the discharge of the duties of his office. They shall also direct and oversee the repairs of school-houses and estates, and supply the schools with furniture and fuel.

Art. 14 *The Sub-Committee on Qualifications.*—This Committee shall consist of five members. They shall examine the qualifications of candidates for the places of Teachers, and make appointments, subject to the approval of the General Committee, at their next meeting. Teachers appointed by the Sub-Committee at any time during the year, and approved by the General Committee, shall hold their places till the annual meeting. The Chairman of this Sub-Committee shall, at each quarterly meeting, report in writing to the General Committee the names of all those who have been appointed Teachers during the recess. He shall also take care that the provisions of Section second, Art. 5, be made a part of the contract with every Teacher appointed. This Sub-Committee shall, from time to time, revise the course of studies in the schools, and recommend such changes of the books used in the same, as they may deem expedient.

Art. 15. *The Sub-Committee on Accounts.*—This Committee shall consist of two members. They shall report their examination of accounts at each regular quarterly meeting of the General Committee. All accounts shall be presented to the Superintendent two days before said meeting, and he shall make a schedule of the same for the use of the Sub-Committee. No account shall be allowed that has not been audited by this Committee. All accounts allowed, and the schedule of the same collectively shall be countersigned by this Committee, or by the President.

Art. 16. *Districting Committees.*—The President shall divide the whole Committee with due regard to the number of Schools in each District, into as many Sub-Committees as there are Districts; the High School being considered as a District in the division.

Art. 17. *Visiting Schools.* Each member of a Sub-Committee for a District, shall visit all the Schools in the same at least once in a quarter, unless unavoidably prevented.

Art. 18. *Chairman's Quarterly Report.* The Chairman of each Sub-Committee of a District shall, at every regular quarterly meeting of the General Committee, report any matters deemed of sufficient importance to be noted, relating to the Schools in his District during the preceding quarter.

Art. 19. *Suspension of a Teacher.* The Sub-Committees of Districts are empowered, in their respective Districts, to suspend any Teacher for negligence, disobedience of the regulations, or other reasonable cause. In such case, they shall give immediate notice of their proceedings to the President, and shall bring the case to the attention of the General Committee at their next meeting, for such further action as may be necessary.

Art. 20. *Suspension, expulsion and restoration of pupils.* Each District Committee shall immediately take into consideration every case reported by the Superintendent to its Chairman, of a pupil whose conduct is such, in or out of a School, that he is an unfit member of the same, or his example is injurious to the other pupils; and if in their opinion, he has been duly admonished, and reformation appears to be hopeless, it shall be the duty of the Sub-Committee for the district, to suspend for a definite time, or to expel every such pupil from the School. It shall also be their duty on application of the parent or guardian of a pupil temporarily excluded for violent opposition or gross misconduct, to give immediate attention to

the case; and if the decision of the Teacher be confirmed, the pupil shall be suspended for a definite time, or expelled, as the necessity of the case may require. If the temporary exclusion by the Teacher be deemed a sufficient punishment, the Sub-Committee shall direct that the pupil be re-admitted to the school. During suspension, and after expulsion, such pupil shall not be admitted to any other public school; and, after expulsion, no pupil shall be restored without the consent of the General Committee.

SECTION II.—GENERAL REGULATIONS OF THE COMMITTEE.

Art. 1. *Commencement of School Year and Vacations.* The school year shall begin on the first Monday after the Commencement of Brown University; and shall be divided into four quarters; the first quarter shall close on Fiday preceding "Thanksgiving week," and be followed by a vacation of one week, the second and third quarters shall be each twelve weeks, and be succeeded by a vacation of one week each; and the fourth quarter shall be ten or more weeks, followed by a vacation of three weeks immediately preceding the beginning of the next school year.

Art. 2. *Quarterly and Annual Meetings.*—Regular quarterly meetings of the School Committee shall be held on the last Friday in each quarter. The annual meeting shall be the regular quarterly meeting in August.

Art. 3. *Annual Examination of the Secretary's Records, &c.* A Sub-Committee shall be appointed at the annual meeting to examine the Secretary's records and files, to see that they are kept in proper order.

Art. 4. *Annual Election of Superintendent and Teachers.* At the annual meeting in August, the appointments of all the Teachers shall expire, and an election shall then take place. The Superintendent and Principal of the High School, and the Masters of the Grammar Schools shall be chosen by ballot; and, on motion of a member, the election of any other Teacher shall take place in the same manner.

Art. 5. *Conditions on which Teachers may withdraw from Schools.* Any Teacher who wishes to withdraw from a school may do so at the end of a quarter, provided at least one month's notice of the intention be given in writing to the Superintendent. A Teacher, who, without the consent of the Committee, shall withdraw at any other time, or without notice as aforesaid, shall forfeit all compensation for the quarter, or any part thereof.

Art. 6. *Quarterly Examination of all the Schools.* A quarterly examination of the Primary and the Intermediate Schools shall take place in the afternoon of the day preceding the close of each quarter, by Sub-Committees appointed by the President. An examination of the Grammar Schools shall take place in the forenoon of the last Friday in each quarter, by examining Committees appointed by the President. The High School shall be examined by the whole Committee in the afternoon of the day before named, in each quarter except the last. In the fourth quarter, the High School shall be examined by the whole Committee on such day as they may select.

Art. 7. *Reports of Examining Committees.*—The examining Sub-Committees shall report to the General Committee, at their meeting in the evening, the number of scholars present at the examinations, and the condition of the schools.

Art. 8. *Transaction of Miscellaneous Business.*—The Committee shall at these meetings confer on the progress and condition of the several schools, and shall transact all such business as they may deem expedient.

SECTION III.—OF THE SUPERINTENDENT.

Art. 1. *Office of Superintendent created.* For the more convenient discharge of the duties assigned by law to the School Committee, and to aid them in the performance of the same, the office of Superintendent of Public Schools has been created.

Art. 2. *Election of Superintendent.* The Superintendent shall be elected by ballot, at the annual meeting of the Committee; and shall hold his office for one year, unless sooner removed, for sufficient cause, by vote of the Committee.

Art. 3. *General Powers and Duties of the Superintendent.*—He shall act under the advice and direction of the General Committee, and the Executive Committee, and, under their advice and direction, shall act as Principal of the High School, and shall have the superintendence of all the public schools, school-houses, estates, and apparatus. The Superintendent shall devote himself exclusively to the business of his station. He shall keep regular office hours, other than the school hours, at a place provided for that purpose; which shall also be the general depos-

itory of the books and papers belonging to the school department. He shall acquaint himself with whatever principles and facts may concern the interests of popular education; and in all matters pertaining in any way to the organization, discipline and instruction of the public schools of this city; he shall take good care of their interests and welfare, to the end that all the children in this city, who are instructed at the public schools, may obtain the best education which these schools can be made to impart.

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Art. 8. *Permits granted.*—The Superintendent is authorized to give permits to pupils in certain cases to enter school at any time during the quarter, and also to give permits to pupils residing in one District to attend school in another when there are good reasons for the change.

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the cause thereof to the parent or guardian, and to the Chairman of the Sub-Committee for the District, and to the Superintendent.

Art. 15. *Roll called each half day.*—The presiding Teacher in each school shall enroll the names of scholars as soon as they enter the same, and have the roll called in the morning and afternoon of each day, and all absences marked.

Art. 16. *Register, and the entries to be made in it.*—The Principal Teacher in each school and each Teacher in the High School shall keep a register, in which shall be recorded the names, ages, dates of entrance and places of residence of the scholars; and shall make such other entries as shall exhibit a view of their absences, their behavior in school, and the progress made in their studies. An account of the same shall be transmitted to the parent or guardian of each scholar, at least once a month, with a request that it be returned with the name of the parent or guardian written upon it, in acknowledgment of its receipt. The register shall be at all times open to the inspection of the members of the School Committee and of the Superintendent.

Art. 17. *Teachers' Reports to Visiting Committees at each quarterly examination.*—It shall be the duty of the presiding teachers to report in writing to the Visiting Committee, at each quarterly examination, the names of such pupils as have been distinguished during the quarter for good conduct and proficiency in their studies, and also the names of those who have been grossly negligent in attending school, or inattentive to their studies, or guilty of any violations of these regulations or of other wilful offences.

Art. 18. *Teachers' Quarterly Reports to the Superintendent.*—The principal Teacher in each school and each Teacher in the High School shall severally make a report in writing to the Superintendent, one week before the termination of each quarter, stating the number of pupils admitted, the number actually attending, and the average attendance during the quarter, and containing such other information as may be necessary to set forth the general condition of their schools, together with any suggestion which they may have to offer for the improvement of the same.

Art. 19. The teachers may occasionally, under the direction of the Superintendent, visit each other's schools, to observe the discipline and instruction of the same.

Art. 20. The Teachers shall not permit the school-rooms under their charge to be used for any purpose whatsoever other than the instruction prescribed in these Regulations, unless by order of the City Council, or of the School Committee.

Art. 21. No Teacher shall allow a subscription paper for any purpose whatsoever to be introduced into a public school; nor shall any contribution be permitted to be made in the same by the pupils.

Art. 22. No Teacher shall admit to any school, (except the High School,) a pupil that resides out of the district in which the school is established, unless by permission of the Superintendent.

Art. 23. *Making Fires.*—The principal Teacher in each school-house shall for the compensation allowed by the Committee, employ some suitable person to make fires in the same when necessary, and shall see that this important work is properly and economically done.

Art. 24. *Sweeping and Cleaning.*—The principal Teacher in each school shall hire some person, for the allowed compensation, to sweep the room and its entries daily, and dust the blinds, seats, desks and other furniture in the same, and to clean the same once a quarter, and shall see that this work is neatly and properly done.

Art. 25. *Teachers' Reports of absence and lateness.*—The principal Teacher in each school shall state in his or her quarterly report to the Superintendent, the number of times each Teacher in said school has been absent or late during the quarter, with the reasons for such absence or lateness.

Art. 26. *Indigent pupils furnished with books.*—The presiding Teacher shall furnish to the Superintendent the names of those scholars whose parents or guardians declare they are unable to furnish them with books; but no books shall be supplied at the public expense, unless satisfactory proof of the inability of such parents or guardians be furnished: these books are to be considered as a part of the school property.

Art. 27. *Books belonging to the Public Schools.*—The Principal Teacher in each school shall enter upon the catalogue kept in the Register, the name of every book placed in his or her room for the use of the teachers, or to be lent to indigent pupils, and shall, in each quarterly report to the Superintendent state the number and condition of said books.

SECTION II.—OF SCHOLARS.

Art. 1. *Object of the schools.*—The Public Schools being established for the general benefit of the community, all pupils that may be received therein, under the following Regulations, shall be instructed without preference or partiality, and with strict attention to their morals and deportment, as well as their improvement in earning.

Art. 2. *Conduct of the pupils.*—Good morals being of the first importance, and essential to their progress in useful knowledge, the pupils are strictly enjoined to avoid idlensss and profanity, falsehood and deceit, and every wicked and disgraceful practice, and to conduct themselves in a sober, orderly and decent manner, both in and out of school, and to be punctual and constant in daily attendance.

Art. 3. *Pupils liable to pay for all damages they do to school property.*—Every pupil who shall, *accidentally* or *otherwise*, injure any school property, whether fences, gates, trees or shrubs, or any building or any part thereof, or break any window glass, or injure or destroy any instrument, apparatus or furniture belonging to the school, shall be liable to pay in full for all the damage he has done.

Art. 4. *Use of bad language, &c., prohibited.*—Every pupil who shall, any where on, or around the school premises, use or write any profane or unchaste language, or shall draw any obscene pictures or representations, or cut, mark or otherwise intentionally deface any school furniture, or buildings inside or out, or any property whatsoever belonging to the school estate, shall be punished in proportion to the nature and extent of the offense, and shall be liable to the action of the civil law.

Art. 5. *Cleanliness of Pupils.*—No scholar who comes to school without proper attention having been given to the *cleanliness* of his person and of his dress, or whose clothes are not properly repaired, shall be permitted to remain in school.

Art. 6. *Times for admission of pupils.*—During the first week in each quarter, and on the first Monday in the second and third school months, any child, living in the city, and in *all respects qualified*, may enter any Primary, Intermediate or Grammar School, by applying to the Teachers at the school house.

But no pupil shall be permitted to take a place in any public school at any other time without a written permit obtained from the Superintendent.

Art. 7. *Scholars required to remain in school till the hour of closing.*—No scholar shall be permitted to leave school before its close, for the purpose of attending to any music lessons, or writing lessons, or for any other purpose whatsoever, except in case of sickness or some pressing emergency.

Art. 8. *Absence from School and the consequences.*—No pupil shall be absent from any public school without rendering an excuse for the same to the principal Teacher.

Any pupil who shall be absent from school a single half day without rendering a satisfactory excuse to the principal Teacher for such absence, shall be liable to be punished for a misdemeanor.

Any pupil who shall be absent from school five half days in four successive weeks, without rendering a satisfactory excuse to the principal Teacher, may be excluded from school for the next two school months.

Every excuse shall be received by the teachers as satisfactory, in which it shall be stated that the pupil has been absent for reasons satisfactory to the parent or guardian.

No pupil shall leave the school room in school hours, without permission from a teacher.

No scholar who shall be absent from a quarterly examination of the school which he attends, without an excuse satisfactory to the principal teacher, shall be permitted to attend said school during the next quarter.

No scholar shall be permitted to remain in any public school unless such scholar be provided with the books of his or her class prescribed in these Regulations.

CHAPTER III.—OF SCHOOLS.

Art. 1. *Number and description of the Public Schools.*—The Public Schools of his city are twenty-nine in number, and of the following description, viz.:

Fifteen Primary Schools, designed for children from four to six or seven years of age. *Five Intermediate Schools*, designed for children between six and eight or nine years old. *Six Grammar Schools*, designed for children from eight or nine to twelve or fourteen years of age. *One High School*, designed for scholars from twelve years old and upwards, and one Primary and one Grammar School for colored children.

In the above schools, free instruction is given to the children of both sexes of all the inhabitants of the city, who may see fit to avail themselves of the same, subject to the Regulations herein provided.

Art. 2. *School Hours.*—All the public schools shall begin their morning session at 9 o'clock, A. M., and close at 12 M. throughout the year. They shall begin their afternoon session at 2 o'clock, P. M., and close at 5 o'clock, P. M., except in the "*short days*," when they shall continue as long as the light permits. *Exception.*—The girls' department in the High School is permitted to have one session of six hours, daily, with suitable times for recesses.

Art. 3. *Holidays for all the Schools.*—The following holidays shall be granted alike to all the schools, viz.—Every Saturday, days of public Fast, Thanksgiving day and the day following, Christmas day, and the day of the celebration of American Independence.

Art. 4. *Schools not to be dismissed without permission.*—But on no other days shall a school be dismissed without permission from the General Committee, except in cases of emergency, when the Superintendent shall have power to dismiss a school.

SECTION I.—PRIMARY SCHOOLS.

Art. 1. *Number of teachers and admission of pupils.*—Each Primary School is under the care of a Preceptress and one Assistant Teacher.

No child who shall not have attained the age of four years shall be admitted as a pupil into a Primary School.

Art. 2. *Branches taught.*—The branches taught in these schools are the elements of *Reading*, *Spelling*, *Arithmetic* and *Geography*. The teachers in these schools also give their pupils much useful oral instruction of a familiar kind, suited to their age.

Art. 3. *Books used.*—The books used for instruction in the Primary Schools, shall be the following; Emerson's Progressive Primer; My First School Book; The Young Reader; Common School Speller; American Popular Lessons; North American Arithmetic, First Part; Mitchell's Primary School Geography. The Dictionary to be used by the Teachers in these schools shall be that of Mr. J. E. Worcester.

Art 4. *Daily reading of the Scriptures.*—Portions of the Scriptures shall be read daily in these schools by the presiding teacher, for the moral and religious instruction of the pupils.

Art. 5. *Vocal Music.*—The teachers are required to make vocal music one of the exercises of these schools.

SECTION II.—INTERMEDIATE SCHOOLS.

Art. 1. *Number of teachers and course of studies.*—Each Intermediate School is under the management of two female Teachers, a Preceptress and an Assistant. The pupils in these schools advance progressively from the lessons in the Primary Schools to more difficult lessons in *Reading*, *Spelling*, *Arithmetic and Geography*, and begin to take lessons in *Writing*.

Art. 2. *Admission of Pupils.*—No child shall be admitted as a pupil into an Intermediate School, unless transferred by the Superintendent, or upon examination by the Teacher he or she shall be found qualified to join the lowest class therein.

Art. 3. *Books used.*—The books used for instruction in the Intermediate Schools shall be the following: American Popular Lessons, Gradual Reader, Common School Speller, North American Arithmetic, 2d part, Mitchell's Primary School Geography, Common School History.

Worcester's Dictionary shall be used in these schools.

Art. 4. *Penmanship—Reading the Bible, and Vocal Music.*—The Superintendent shall direct the use of such system or systems of penmanship in the Intermediate Schools as he may deem expedient.

Portions of the Scriptures shall be read daily in these schools, by the presiding teacher, for the moral and religious instruction of the pupils.

The teachers are required to make vocal music one of the exercises of these schools.

SECTION III.—GRAMMAR SCHOOLS.

Art. 1. *Number of Teachers.*—Each Grammar School is under the care of a Master and two female Assistant Teachers.

Art. 2. *Admission of Pupils.*—Children who have not been regularly transfer-

red to the Grammar Schools, by the Superintendent, shall be examined, on application for admission, by the Masters of said schools; and, if found to be qualified to join the lowest class, they shall be permitted to enter, but if not qualified they may be sent to an Intermediate School.

No new pupil shall be admitted into these schools except during the first week of each quarter, and on the first Mondays of the second and third school months, without a permit from the Superintendent; but a pupil whose residence is changed to another district, may pass to the Grammar School in the same at any time, if he bear with him, from the master of the school which he leaves, a certificate of good standing and character; otherwise he shall be subject to the regulation for admission, before provided.

Art. 3. *Studies pursued.*—In these Schools the scholars use a new set of text books which present more enlarged and accurate views of the several branches they have already begun to study, and in these books, with such additional remarks and illustrations as the Teachers throw around the various topics of study, the pupils continue their exercises in *Reading*, *Writing*, *Arithmetic* and *Geography*, and commence *English Grammar*, the *History of the United States* and *General History*.

Art. 4. *Books used.*—The books used in the Grammar Schools shall be the following: The Common School Speller, Common School History, as a reading book, The National Reader, The American First Class Book, Mitchell's Geography and Atlas, Goodrich's History of the United States, The North American Arithmetic, Parts 2d and 3d, Farnum's English Grammar, Wayland's Practical Ethics, Abridged, Worcester's Dictionary shall be used in these schools.

Art. 5. *Reading the Bible—Penmanship—Declamation, and Vocal Music.*—Portions of the Scriptures shall be read daily, for moral and religious instruction, by the higher classes of both sexes.

The Superintendent shall direct the use of such system or systems of penmanship in the Grammar Schools as he may deem expedient.

There shall also be exercises in declamation at suitable times, as may be directed by the Superintendent.

The teachers are required to make vocal music one of the exercises of these schools.

SECTION IV.—HIGH SCHOOLS.

Art. 1. *Number of Teachers.*—The High School is under the government of a Principal, and three male and three female Teachers, and thorough instruction is given therein in the higher branches of an English education; and, at the request of parents or guardians, in the preparatory branches of a classical education.

Art. 2. *Pupils admissible to the High School.*—No child shall be admitted as a pupil of the High School, who is not qualified immediately to enter upon the course of studies pursued therein.

No child who shall not be a pupil of a Grammar School shall be admitted to the High School, when there is a sufficient number in the Grammar Schools qualified for admission therein. But, whenever there shall not be a sufficient number of such candidates, any child, living in the city, if qualified, may be admitted, without having passed through a Grammar School.

Art. 3. *Pupils may remain three years.*—No pupil shall remain in said school more than three years, unless by permission obtained from the General Committee.

Art. 4. *Male and Female departments, separate.*—The male and female pupils of the High School shall be instructed in separate apartments, all of which shall be under the daily supervision of the Principal. No other school of any kind shall be taught in the same building with the High School.

Art. 5. *Number of Classes.*—There shall be three classes in each department in the High School, a Junior, a Middle, and a Senior Class, the studies of each of which shall occupy one year. The numbers in the classes shall be as nearly equal as they can be made.

Art. 6. *Examination of candidates for admission.*—An examination of candidates for the High School shall take place on Saturday, in the week preceding the annual meeting of the Committee in August, and the examination shall be continued, if necessary, on the Monday following. There shall be five examiners, who shall be chosen by the General Committee, from their own number or at large. The Principal shall, if required, assist in the examination.

Art. 7. ***Qualifications for admission—ground of preference in admission.*** The candidates must be well versed in the studies pursued by the highest class of the Grammar Schools. The examiners shall admit those candidates who are best qualified to fill the vacancies in the High School, giving a *preference* to those who have been longest in the Grammar Schools.

Art. 8. ***Examinations and admissions to fill vacancies.***—When vacancies shall occur during the year, pupils may be admitted to fill them, but in the first week of each quarter only; and they must be found qualified, upon an examination by the Superintendent or the Principal, to take the advanced standing for which they apply. The rule of preference before provided, in favor of candidates from the Grammar Schools, shall be observed.

Art. 9. ***One month's unnecessary absence dissolves a pupil's connexion.***—Absence from this school for one month, without an excuse satisfactory to the Superintendent, shall dissolve the connexion of a pupil with the school.

Art. 10. ***Branches Taught.***—The branches taught in the High School shall be the following: Reading and Writing; Ancient and Modern Geography; Elements of History, Ancient and Modern; History of the United States, and the Constitution of the same; Grammar and Rhetoric, with exercises in composition and declamation; Logic and Intellectual Philosophy; Moral Philosophy and Political Economy; Natural Theology and the Evidences of Christianity; Arithmetic and Book-Keeping; Algebra and Geometry; Trigonometry, with its applications to Surveying, Navigation, Mensuration, &c.; Natural Philosophy and Astronomy; Animal and Vegetable Physiology, and Chemistry; The Preparatory branches of a Classical education.

Each class in the school shall have a daily exercise in reading from the Scriptures.

Art. 11. ***Lectures to be given.***—The Principal of this school will give brief illustrative Lectures on the different branches of Natural History, Natural Philosophy and Chemistry; and also in short and familiar Lectures, exhibit to the pupils an outline of the Political Institutions of this State and City.

Worcester's Dictionary shall be used in this school.

Art. 12. ***Vocal Music.***—The teachers are required to make vocal music one of the exercises of these schools.

Art. 13. ***Annual Exhibition.***—There shall be an annual public exhibition by the pupils in the High School, at a time to be determined by the Committee. The Superintendent shall give public notice of these exhibitions.

SECTION V.—SCHOOLS FOR COLORED CHILDREN.

Art. 1. ***The Primary School.***—This school is under the care and instruction of a Preceptress, and an Assistant when necessary. All the Regulations pertaining to the other Primary Schools apply to this. The course of study and the books used are the same.

Art. 2. ***The Grammar School.***—This school is under the instruction and government of a Master, and a female Assistant when necessary. The course of study and the text books in this school are the same as in the other Grammar Schools, and Regulations applicable to them apply to this school.

NOTE.—The City Council annually employ Physicians to attend, at appointed times, a public Vaccination at each school-room, when all pupils, and others who choose to come are vaccinated at public expense.

INDEX

TO

JOURNAL OF RHODE ISLAND INSTITUTE OF INSTRUCTION.

A.

Agent of Public Schools, act respecting, 4; Report of, 5; Circulars by, 6, 81, 83.
Act, respecting schools, prior to 1800, 99; in 1800, 99; in 1828, 101; in 1839, 105; in 1843, 110; in 1845, 137.
Agricultural districts, 67.
Amusements, taste for innocent, 76.
Apparatus, 15, 184.
Apportionment of state money, 115; for 1846, 156.
Appropriation, amount of state, 114.
Associations for school improvement, 9, 86.
Attendance, 33.

B.

Backs to seats, 180.
Bangor, schools in, 239.
Bank tax, 155.
Barnard, Henry, appointed Agant, 4, 110; Report by, 5.
Bishop, Nathan, 242.
Blind children, education of, 146.
Blackboard, 184, 226.
Books for libraries, 77; on education, 92.
Books, want of uniformity of, 66, 227.
Brattleboro, schools of, 229.
Brimmer school house, 223.

C.

Change of teachers, 53.
Circular of Gov. Fenner, 4; of agent, 6, 81, 83.
Cities, schools in, 79, 229.
Classification, 50.
Classes, too many, 52.
Commissioner of public schools, 25, 112.
Committee, town, 121.
Connecticut, mode of supporting schools in, 164.
Constitution of R. I., provision respecting schools, 154.
Crayons, how to make, 226.
County inspectors, 25, 118.
Courses of lectures, 76.

D.

Deaf and dumb children, education of, 146.
Deposite fund, 114.
Defects in school law, 17.
Districts, 18, 28, 125.
Draft of school law, 16; remarks on, 112.
Drawing, 74.

E.

Educational tracts, 8, 90; books, 92; periodicals, 95.
Emerson, George B., 9, 92.
Evening schools, 60.

F.

Fenner, Governor, 4.
Female teachers, 11, 58, 70, 74.
Female education, 12, 37.
Finances of state and towns, 164.
Free schools, act respecting, 99.

G.

Gradation of schools, 12, 61.
Grades of schools, 56.
General Treasurer, 132.

H.

Hallowell, schools in, 231.
High school, 59, 229.
History of education in R. I., 97.
Highway tax, 156.
Home education, 33, 68.
Howland, John, 97.

I.

Improvement in schools, 28.
Infant schools, 51, 203.
Intermediate schools, 60.
Irregularity of attendance, 39.

J.

Joint districts, 131.
Journal of education, 2.
Juvenile offenders, 61.

K.

Kent County association, 10.
Kingsbury, John, 2, 89.

L.

Lectures, by Agent, 6; topics of, 85.
Legislation of R. I. respecting schools, 97.
Length of school term, 24.
Libraries, town and district, 26, 187.
Library of education, 9, 92.
Library associations, 15.
Light, in school-rooms, 167.
Location of school-houses, 165.
Lowell, schools of, 234.
Lyceums, 15, 76.

M.

Maine, mode of supporting schools in, 160.
Mann, H. reports, lectures, &c., 93, 94,
Manufacturing districts, 71, 133.
Massachusetts, school system of, 161.
Middletown, plan of school-house in, 214.
Model school, 11, 117.
Moral education, 65.

N.

Nantucket, schools in, 232.
Narragansett Indians, 146.
Newburyport, schools in, 233.
New Orleans, schools in, 236.
New York, schools in, 164.
New Hampshire, schools in, 161.
Normal School, 14, 118.
Normal school agency, 13, 14.

O.

Organization of public schools, 23.
Outline of school system of R. I., 22.

P.

Periodical, educational, 9, 95.
Phillips, S. C., 217.
Physical education, 63.
Philadelphia, schools in, 235.
Plan of school-houses, 189.
Population of state and towns, 150.
Potter, Prof. Alonzo, 9, 92.
Poor, cost of support of, 156.
Primary schools, 57, 240.
Private schools, 37, 63.
Providence, association of mechanics, 97.
Providence, schools in, 66, 79, 243.
Public meetings, 7.
Public schools, acts respecting, 105, 137.
Punctuality of attendance, 36.

R.

Randall, S. S., Digest of N. Y. laws, 94.
Randall, H. S., Report on school libraries, 92.
Read, number who cannot in R. I., 151.
Reading, taste for, 75.
Reading room, 77.
Recreation, 76.
Reform schools, 61.
Registry tax, 156.
Remarks, by Agent, on school law, 113.
Report of Commissioner, 5.
Rhode Island Institute of Instruction, 89.
Rhode Island, history of schools in, 97.
Rotary swing, described, 204.
Rules and regulations of school committee, 44, 243.

S.

Salem, plan of school house in, 216.

School and Schoolmaster, 92.
Schools of industry, 61.
Schoolmaster's Friend, 95.
School fund, 154.
School houses, 14, 32, 165.
Seats and desks, 179.
Secondary schools, 58, 62, 129.
Size of school rooms, 167.
Slate, exercises for, 92.
Smith's, history of education, 93.
Statistical tables, 149.
Stowe, Prof., Report of, 93.
Supervision of schools, 24, 113.
Support of schools, 23.
Studies, 24.
Supplementary schools, 60.
Surplus revenue, U. S., 155.

T.

Tax, for school purposes, 121, 127, 158.
Temperature of school-rooms, 176.
Towns, powers and duties of, 119.
Town appropriation for schools, 157.
Teachers, 10, 24, 75, 131.
Teacher's Associations, 13.
Teacher's Advocate, 96.
Teacher's Institutes, 12, 13, 117.
Text books, 66, 227.
Topics of lectures on education, 85.

U.

Updike, Wilkins, 109.
Uniformity of school books, 66, 117.

V.

Vacations, 34, 47.
Valuation, of state and towns, 153; of different states, 154.
Vermont, mode of supporting schools in, 161.
Ventilation, 168, 197, 224.
Visitation of schools, 6, 25.

W.

Warming, plans for, 196.
Washington County Association, 10; circular of. 86.
Westerly, 12.
Wilderspin, 203.
Windsor, school house, plan of, 206.

Y.

Yard for school houses, 192, 203.
Young children, 34.

EXTRA. [November 6, 1845.] NUMBER 1.

JOURNAL

OF THE

RHODE ISLAND INSTITUTE OF INSTRUCTION.

PROSPECTUS.

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JOHN KINGSBURY,
THOMAS C. HARTSHORN,
NATHAN BISHOP,
AMOS PERRY,
} *Committee.*

Providence, November 6, 1845.

EXTRA NUMBER 1, is issued in advance of the first number of the Journal, in order to give as early notice as possible of the proposed meetings of the Teachers' Institutes.

OFFICIAL.

CIRCULAR.

Arrangements having been made for holding a series of Teachers' Institutes, or temporary Normal Schools, in different parts of the State, during the months of November and December; every individual, male or female, who is, or who expects to be, engaged in the

business of teaching, and especially in the public schools this winter, is respectfully invited to attend during one or more of the sessions, which will be duly announced by the Committee of Arrangements for the places where the Institutes will meet.

The assistance of several distinguished teachers and practical educators, who have been connected with similar Institutes in other States, as instructors or lecturers, has been secured.

Among the subjects which will receive attention during the session of each Institute, the following may be enumerated:—

1. The elementary studies, or at least the difficult points in the elementary studies, which are or should be taught in every public school, will be reviewed under the instruction of a teacher well qualified to explain and illustrate the best methods of teaching the same to others.

2. The manifold uses of the blackboard and slate, in the work of elementary instruction, and especially with reference to the useful employment of young children, will be pointed out and illustrated.

3. Instruction in mental arithmetic, in working problems on the globe, in drawing maps and using outline maps, and in teaching composition, and in other exercises which should be introduced into every school, will be given.

4. The members will have an opportunity to state the results of their own experience, and such cases of doubt or difficulty as have actually occurred in the classification, instruction, and government of their schools, and to hear the views and suggestions of others on the same points.

5. The regular exercises of the day will be interspersed with familiar illustrations and discussions, on the classification and the means and modes of securing neatness, order, industry, and moral training in the school; and the evenings will be generally occupied by public lectures and discussions on topics connected with the improvement of popular education.

Teachers will thus, in addition to the advantage of reviewing the studies they are to teach, and of witnessing to some extent the best methods of communicating instruction, obtain the matured views of practical men on many of the great topics of education, as presented in public lectures, discussions, recitations and conversation. The attainments of solitary reading will be quickened by the action of living mind. The acquisition of one will be tested by the experience and remarks of others. New advances in any direction by one teacher will become known to all others. Old and defective methods will be

held up, exposed, and corrected, while valuable hints will be followed out, and proved. The sympathies of a common pursuit, the interchange of ideas, the discussion of topics which concern their common improvement, the necessity which will be felt of extending their reading and inquiries, and of cultivating the power and habit of written and oral expression,—all these things will attach teachers to each other, and elevate their character and attainments as individuals, and the social position and pecuniary emolument of the profession.

School committees who have not yet employed their teachers for the winter, and teachers who have not yet found a school, can at these Institutes become mutually acquainted with each other.

Through the liberality of the friends of education, principally in the places where the Institutes will meet, the expense to each teacher, including board, tuition, the use of convenient rooms, apparatus and books, shall not exceed two dollars for a session. Each session will occupy six days at least.

It is desirable that all who propose to become members of any of the Institutes, should be present at the opening of the session, as the classes will then be formed, and an address appropriate to the occasion delivered.

HENRY BARNARD,
Commissioner of Public Schools.

Providence, Nov. 1, 1845.

NOTICES.

TEACHERS' INSTITUTE AT NORTH SCITUATE.

A Teachers' Institute for the Counties of Providence and Kent will be held at North Scituate, commencing on Monday evening, November 17th; on which occasion Mr. Barnard, Commissioner of Public Schools, will deliver an Introductory Address, explanatory of the objects of the Institute, and of the course of instruction which will be pursued during the term.

Arrangements having been made to board the members of the Institute free of expense, all teachers who propose to be present, are requested to communicate their names as early as practicable to one of the Committee of Arrangements; viz. Rev. Hosea Quimby, Col. Burk, or Rev. Mr. Grosvenor.

TEACHERS' INSTITUTE AT WOONSOCKET.

A Teachers' Institute for Providence County will be held at Woonsocket, commencing on Friday evening, November 21st, on which occasion Mr. Barnard, Commissioner of Public Schools, will deliver the Introductory Address.

All Teachers who propose to avail themselves of the advan

the auspices of the Secretary of the Board of Commissioners of Common Schools. He was induced to make the experiment at his own expense in order "to show the practicability of making some provision for the better qualification of common school teachers, by giving them an opportunity to revise and extend their knowledge of the studies usually pursued in district schools, and of the best methods of school arrangements, instruction and government under the recitations and lectures of experienced and well known teachers and educators." At the session of the Legislature in May, of the same year, the House of Representatives made an appropriation to be expended for this purpose in the several counties of the State, under the direction of the Board, which was lost in the Senate, on the alleged ground that these classes could not be sustained without a greater expense; and if they could, that the classes would be under instruction for too short a period. What the Legislature refused to do, the Secretary undertook to do himself. A class was formed from such teachers of Hartford County as were disposed to come together on public notice, and placed under the general charge of Mr. Wright, the Principal of the Grammar School. Mr. Wright gave instruction in Grammar and in methods of school keeping. Mr. Post, a teacher in the Grammar School, reviewed the whole subject of Mental and Practical Arithmetic, with full explanations of the difficult points in Fractions, Roots, &c. Prof. Davis explained the different parts of the higher Mathematics, so far as they were ever taught in district schools, or would help to explain elementary Arithmetic. Rev. Mr. Barton, formerly connected with the Teachers' Seminary at Andover, gave lessons in Reading. Rev. T. H. Gallaudet explained how Composition could be taught even to the younger classes in school, and gave several familiar lectures on school government, and the instruction of very young children by means of the slate. Mr. Brace, Principal of the Hartford Female Seminary, explained the first principles of Mathematical and Astronomical Geography, the use of Globes, &c. Mr. Snow, Principal of the Centre District School, gave several practical lessons in methods of teaching, with classes in his own school. Here was a Board of Instruction seldom equalled in any of the Teachers' Institutes of our day. A portion of each day was also devoted to oral discussions and written essays on subjects connected with teaching, and to visiting the best schools in Hartford. Before separating, the members of the Teachers' Class published a "Card," expressing "their most cordial thanks, for the very excellent course of instruction which they have been permitted to enjoy during a few weeks past.—

EXTRA. [November 26, 1845.] NUMBER II

JOURNAL

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JOHN KINGSBURY,
THOMAS C. HARTSHORN,
NATHAN BISHOP,
AMOS PERRY,
} *Committee.*

Providence, November 6, 1845.

TEACHERS' INSTITUTE.

This name was first applied to a meeting of teachers similar to those now in session in this State, which was held in Tompkins county, New York, in the spring of 1843, at the call of Mr. Denman, the Superintendent of Common Schools for that county, and which was principally under the instruction of Mr. Salem Town, of Aurora. Previous to this date, viz., in October, 1839, a meeting of teachers under the name of a "Teachers, or Normal Class," but almost identical in its organization and management with what is now known as a "Teachers' Institute," was held in Hartford, Connecticut, under

TEACHERS' INSTITUTE AT SCITUATE.

The following imperfect notice of the proceedings of the Institute at Scituate is compiled from a communication which appeared in the Providence Journal, and from the minutes kept by the Secretary, which have been placed in our hands for this purpose.

By appointment of the Commissioner of Public Schools, a number of the teachers of Kent and Providence counties and the friends of education in the vicinity, assembled at the Academy in Scituate on Monday evening, November 17th. The meeting was called to order by Mr. Barnard, who, after a prayer by Rev. Mr. Grosvenor, occupied the attention of the audience for nearly two hours in an address appropriate to the occasion. After touching briefly on the elements which must exist together to constitute a successful system of public schools—such as an efficient legal organization, good school houses, punctual and regular attendance of children at school, classification of schools and of scholars, a liberal course of instruction, appropriate and uniform books and means of illustration, teachers, supervision, support, and the co-operation of parents and the public, the speaker proceeded to set forth more particularly,

1. The relations of the teacher to a system of public schools.
2. The qualifications of a good teacher.
3. The modes and means by which these qualifications can be improved.

Under the last division he gave a sketch of the origin and progress of the Teachers' Institute, which is now recognised by all practical educators as among the most important agencies which can be worked for the immediate improvement of schools, by inspiring the right spirit and increasing the practical knowledge of the teachers already engaged in the business of instruction. The first Institute of which he had any knowledge was opened in Hartford, Connecticut, in the Autumn of 1839, under the direction of the person then in the superintendence of the common schools of that State, and continued in session four weeks. A similar Institute, or teacher's class, was organized in the spring and autumn following. In 1842 or '43 the first Institute was organized in New York, and to the educators and teachers of that State belongs the credit of perfecting and applying on a broad scale this new element of school improvement. Among the teachers who would take part in the instruction of this Institute were several who had large experience in the Institutes of New York, and one especially, (Salem Town,) who had been connected with twenty, numbering in all over two thousand teachers.

Among the subjects which would receive attention during the sittings of the Institute were the English language, including spelling, pronunciation, practice in the elementary sounds, reading, composition, the analysis of words; Arithmetic, and especially mental arithmetic, with familiar illustrations of the elementary principles of written arithmetic, of fractions, proportions, and the roots; Penmanship, in reference to teaching it from the blackboard, and on Winchester's system; Geography, with special reference to drawing maps, the use of outline

maps, and the globes; Grammar, with special reference to teaching it orally and by writing composition, &c.; Drawing, and such other exercises on the slate and black-board as would interest, employ and instruct young children.

An opportunity would be given for addresses, discussions and familiar conversation on the great variety of topics embraced in the classification, instruction and discipline of schools, and on the best modes of securing the co-operation of parents.

The principal charge of the exercises of the Institute would be committed to Mr. Town, in whose long and successful experience in the schoolroom an amount of practical knowledge had been gathered up, on which the members could draw without fear of exhausting the supply. Mr. Town would be assisted by Mr. Russell, the distinguished teacher of Elocution, of Boston; by Mr. Trueair, Principal of the Gilbertsville Academy, and Mr. Gillum, of New York; by Mr. Winchester and Mr. Mather, the former the author of a system of Penmanship, and the latter, of the system of outline maps, both of which he would be glad to see introduced into every district school in the state; and by Rev. Mr. Quimby and Professor Bradbury, so far as their engagements in the Seminary would permit.

Parents and the public generally from the vicinity were invited to be present during all the exercises of the Institute, and especially in the evening, when the addresses and discussions would take a wider and more popular range.

Before concluding, Mr. Barnard introduced to the audience Mr. Town, who had, at much personal inconvenience to himself, accepted his invitation to assist him in conducting this first session of the Teachers' Institute in Rhode-Island. Mr. Town brings with him a zeal in behalf of education which nearly forty years experience in the schoolroom has not exhausted, and the frosts of upwards of sixty winters has not cooled. During the month of October last, he had spent two weeks in attendance on several Institutes in New York, and had there had an opportunity of witnessing the happy and practical manner in which this gentleman conducts the various exercises of an Institute, and the zeal and spirit of improvement with which he inspires all the members.

Mr. Town followed with some remarks on the interests which he had always felt in the improvement of the rising generation, and which, instead of diminishing, grew stronger and warmer as he grew older, and especially since he had become acquainted with the alarming deficiencies in the means of education at the West and South. During the past summer he had travelled more than four thousand miles south and west of the State of New York, and he was satisfied that the population of the country was fast outstripping the provisions made for educating the children and youth of the land; and unless we, each and all, here and elsewhere, were up and doing, the destinies of our country, and of humanity would be in the hands of an ignorant people. Mr. Town then spoke of his experience as connected with Teachers' Institutes, which he had no doubt was the most powerful agency that could be employed in binding teachers together, in giv-

ing them practical knowledge in their profession, and inspiring a zeal and spirit of improvement. Although the teachers would be together for a short time, he was sure they would separate at the close of the week, as friends and brothers separate.

Tuesday Morning, Nov. 18.—Prayer by Rev. Mr. Quimby; Mr. Meader appointed Secretary, who recorded the names of upwards of fifty members of the Institute; a Committee on Music appointed. At 10 o'clock, the regular exercises of the day commenced, and were continued as follows:—Introductory Remarks by Mr. Barnard and Mr. Town; Simultaneous Exercises in Grammar, by Mr. Town; Recess of 10 minutes, and Singing; Practical Arithmetic, Numeration, by Mr Gillum; Exercise in the Elementary Sounds of the English Language, by Mr. Town; Recess of 5 minutes, and Singing; Remarks on the Analysis of the Language, by Mr. Barnard; Lesson in do. by Mr. Town; Penmanship, *Explanation of his System*, by Mr. Winchester.

Afternoon.—Remarks on Grammar, as usually taught. by Rev. Mr. Harriman; Lesson on the Terrestrial Globe, by Mr. Town; Recess of 5 minutes, and Singing; Intellectual Arithmetic, by Mr. Gillum; Singing; On Teaching Reading, by Mr. Russell; Recess, and Singing; Practical Arithmetic, by Mr. Trueair.

Evening.—Assembled at the Congregational Meeting House. On Expression in Reading, by Mr. Russell, with illustrations by a class of the teachers.

Mr. Barnard cautioned the teachers against the danger of adopting hastily, and without a full understanding of all the practical details, any new method of teaching, however beautiful it might seem in the hands of one who had pursued it for years. The sudden abandonment of an old method, and adoption of a new, is one of the most common causes of failure in a certain class of teachers. He also took the occasion to request teachers and school committees to take no steps, for the present, about changing the books now used in the schools. As soon as the Institutes had been held in different parts of the State, he should propose a plan of operations which he thought would secure the great object of uniformity, in all of the schools of the same town at least.

[We cannot publish further the minutes of the Secretary respecting the exercises of the following days. The interest seemed to increase to the last moment; and when on Saturday noon the Institute dissolved, it was indeed the separation of old friends, and not of individuals most of whom knew nothing of each other at the beginning of the week]

Before adjourning, the Rev. Mr. Quimby, chairman of a committee appointed for the purpose of embodying the views of the Institute on the general subject of school improvement, reported the following resolutions which were adopted after remarks by different members.

1. Resolved, That we regard the education of the whole people as absolutely necessary to the perpetuity of our institutions both civil and religious.

2. Resolved, That, among the means for promoting universal education, public schools hold a pre-eminent place; and to make them effcient, good school houses, well qualified teachers, and the hearty co-operation of parents are necessary.

3. Resolved, That our experience and observation as connected with the Teachers Institute, now holding its first session in Rhode-Island, has proved that this plan of association and instruction is well calculated to improve the qualification of teachers, by affording them facilities to review the studies they will be called upon to teach, under the advice and suggestion of those who have had much experience in each department; to help teachers who would otherwise remain unknown to each other, to a mutual and pleasant acquaintance, and at the same time, to arouse the public mind to the importance of the whole subject of education; and we therefore ardently desire that the Commissioner of Public Schools will continue to hold sessions of the same from time to time in different parts of the State.

4. Resolved, That we recommend the formation of town associations of teachers and friends of education for awakening and sustaining a more lively interest in public schools, and for the improvement of the members.

This last resolution was followed up by the formation of an association for Foster and Scituate, which is to meet at Clayville, on Saturday, Dec. 6th, at 10 o'clock, A. M.

The following resolutions were proposed by different individuals, and unanimously adopted as the views of the whole Institute.

Resolved, That our thanks are due and are most cheerfully accorded to Mr. Barnard, the Commissioner of Public Schools, for his successful efforts in establishing Teachers Associations and Institutes in Rhode-Island; for securing for our instruction the assistance of experienced and distinguished teachers from abroad during the session of this Institute; and for his unwearied and well directed efforts in advancing the cause of public schools and popular education generally throughout the State.

Resolved, That we gratefully acknowledge our obligations to Messrs. Town, Trueair, and Gillum of New York; Russell, of Massachusetts; Winchester, and Mather of Connecticut; Quimby and Bradbury of the Smithville Seminary, for their valuable and interesting instructions in the subjects which they have severally presented to the Institute.

Resolved, That we would tender our thanks to such of the inhabitants of Scituate as have kindly extended the hospitalities of their families to the members of the Institute; and to the proprietors and trustees of the Congregational Church, and of the Academy, for the accommodations gratuitously extended for our meetings.

[It was a matter of high gratification to the Institute to receive from the citizens of Scituate who had been present from time to time during the session, the following testimonial of their approbation.—*Ed.*]

Report of the committee appointed to draft resolutions, expressive of the views of persons who have attended on the Teachers' Institute in Scituate, the present week.

Whereas the education of the youth in a free country can only be perfected in accordance with the public sentiment which prevails, and which must sustain those by whose efforts the cause is carried forward,

And whereas the cause of public education in this State is daily gaining strength in the minds of the people, and is also from time to time receiving the sanction of the Legislature by the passage of such laws as the members believe will best promote that object; and whereas the expression of individuals and of neighborhoods upon this great State and National object may be attended with beneficial results;—Therefore,

Resolved by the friends of education here present, That we rejoice to see so strong a manifestation of sentiment in favor of the improvement of our public schools.

Resolved, That during the present week the Teachers' Institute, opened in this place under the care of Mr. Barnard, the State Commissioner. has been conducted in a manner highly satisfactory to all who have visited their meetings.

And resolved further, That the gentlemen from abroad, who have attended the Institute, for the purpose of imparting instruction to the teachers, have shown an unwearied devotion to the object of their visit, not only in view of the subject of education in its common acceptation, but also in urging upon the teachers the highest and purest standard of morals, as a matter without which all education is useless and vain.

And resolved further, That the conduct of the teachers attending the Institute has been such as to give full assurance to the public that they clearly appreciate the responsibility of their characters as teachers; and the same leads us to anticipate the most favorable results to our public schools from the establishment of this Institute.

Scituate, Nov. 22, 1845. JONAH TITUS, *Chairman.*

There were upwards of seventy teachers in attendance during the week.—The charge to each member, to whom it was convenient to pay any thing, was fifty cents.

TEACHERS' INSTITUTE AT WOONSOCKET.

The Institute was opened on Friday evening, November 21st in the vestry of the Methodist Church, after a prayer by Rev. Mr. Coggeshall, by an Introductory Address from the Commissioner of Public Schools, on *some of the modes in which the public schools could be improved this winter.*

The Board of Instruction consists of Messrs. Town, Russell, Trueair, Gillum, Winchester and Mather, who were present at Scituate, and of Mr. Farnum, Principal of the Elm street Grammar School, Providence, and Josiah Holbrook, of New York city. The session will close on Saturday evening, Nov. 29th.

TEACHERS' INSTITUTE AT NEWPORT.

The third of the series of Teachers' Institutes, appointed for this season, will commence at Newport, on Monday evening, Dec. 1st, and continue in session through the week.

The Introductory Address will be given on Monday evening.

The School Committee of Newport have voted to make all the necessary local arrangements for the meeting, and to provide for the board of all who may attend. Application can be made to William Gilpin, Secretary of the Committee.

TEACHERS' INSTITUTE AT KINGSTON.

The fourth of the series of Teachers' Institutes will commence at Kingston, on Tuesday afternoon, at 2 o'clock, December 2d, and continue in session through the week.

The Introductory Address will be given on Tuesday evening.

Arrangements have been made to board the members free of expense.

Teachers wishing to join the Institute can make application to the Rev. Thomas Vernon.

RECEIPTS FOR THE JOURNAL.

Rev. C. P. Grosvenor, Scituate,	$7 50	Hon. E. R. Potter, Kingston,	$3 00
F. H. Inman, Burrillville,	3 00	Thos. L. Taylor,	6 30
Elisha Dyer, Jr., Providence,	5 00	Thos. M. Potter, do.	3 00
J. Balch, Jr., do.	50	Rev. D. P. Harriman, Pascoag,	4 50

THOMAS C. HARTSHORN,

Providence, Nov. 26, 1845. *Business Agent.*

JOURNAL

OF THE

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The JOURNAL OF THE RHODE-ISLAND INSTITUTE OF INSTRUCTION will be published on the 1st and 15th of every month, until a volume is completed by the publication of twelve numbers.

Each number will contain at least sixteen pages in octavo form: and in addition, from time to time, an EXTRA will be published, containing official circulars, notices of school meetings, and communications respecting individual schools, and improvements in education generally; and one of a series of "*Educational Tracts*," devoted to the discussion of important topics, in some one department of popular education.

The volume, including the EXTRAS and "*Educational Tracts*," will constitute at least three hundred pages, and will be furnished for fifty cents for a single copy; or for three dollars for ten copies sent in a single package, and at the same rate for any larger number sent in the same way.

The subscription must be paid on the reception of the first number.

HENRY BARNARD, Commissioner of Public Schools, Editor.
THOMAS C. HARTSHORN, Business Agent.

OFFICIAL.

CIRCULAR.

The information asked for of this department, respecting matters of general interest to teachers and school officers, in numerous letters to which special answers have not been made, will be found in this communication, under some of the following heads.

Powers and Duties of School Committees.

Until the next annual meeting of the town for the choice of town officers, or a special meeting, called for the choice of a school committee as provided for in section IV, ¶ 4, of the "*Act respecting Public Schools*," the school committee at the time that act went into operation, are clothed with all the powers and duties specified in sections V and VI of said act. Until the further action of the town and the organization of school districts, it is respectfully recommended to school committees to conduct the public schools through the present winter as they have heretofore done, except in such particulars as are inconsistent with the provisions of section V, above cited.

Examination of Teachers.

The revised school act of 1839 provided that school committees shall take care that all persons employed to teach in public school

"shall be of good moral character, temperate, and otherwise well qualified," and the act of 1842 made it obligatory upon the committee "to ascertain by their personal examination, or that of a committee appointed by them, the qualification and capacity for the government of schools of all persons employed as teachers;" and required every teacher to obtain a certificate of qualification before opening his or her school.

The present school law re-enacts substantially the above provisions, making it necessary for every person employed to teach as principal or assistant in any school, supported in part or entirely by public money, to be able to exhibit a certificate of qualification signed either

1. By the chairman of the school committee, in case the examination is conducted by the whole board; or

2. By the sub-committee, in case one or more of the committee are appointed for this purpose; or

3. By one of the county inspectors, appointed by the Commissioner of Public Schools.

A certificate signed by the chairman or the sub-committee, of the school committee of a town, is valid for one year from the date thereof, in said town; if signed by a county inspector, it is valid for two years from the date in any town in the county; and if signed by the Commissioner of Public Schools, it is valid for three years in any town in the State, unless the same is annulled.

Neither of the above authorities can sign any certificate unless the person named in the same shall have produced evidence of good moral character, and have been found on examination or from experience qualified to govern a school, and teach the branches specified in the *proviso* of section XX.

Text Books.

By section III, ¶ 6, it is made the duty of the Commissioner of Public Schools to secure as far as practicable a uniformity of text books in all the schools of the same town. With the prompt and vigorous co-operation of the school committee, this most desirable object can be accomplished in the course of this winter, without disturbing the course of instruction in the schools, and without anyexpense to those who send children to school, beyond the amount they would otherwise incur. As a preliminary step it will be necessary for the school committee to ascertain accurately, the whole number of scholars in the several studies taught in each school of the town, and the name and number of each text book used in each study. As soon as these facts can be ascertained, the proper course of action to

be pursued in each town can be determined on. And until this is done, teachers and parents should be requested not to introduce any new book into the schools.

County Inspectors.

Under the provisions of Section III, ¶ 8, of the "*Act respecting Public Schools,*" the following persons have been appointed Inspectors of Public Schools for the counties wherein they respectively reside; and in the absence of any further instructions from this department they are hereby authorized to exercise the powers specified in the above section; and in their examination of teachers they will be governed by the provisions of section XX of the act above cited.

For Providence County—Thomas C. Hartshorn, Providence.
Amos Perry, Providence.
Joseph T. Sisson, Pawtucket,
George C. Wilson, Manville.
John Boyden, Jr., Woonsocket.
D. P. Harriman, Pascoag.
O. F. Otis, Chepatchet.
Jesse S. Tourtellot, Chepatchet.
Charles P. Grosvenor, Smithville.
Sylvester Patterson, Clayville.

For Kent County—Elisha L. Baggs, West-Greenwich.
B. H. Horton, Washington village
William D. Brayton, Apponaug.

For Washington County—Thomas H. Vail, Westerly.
William S. Baker, Kingston.
Nathan K. Lewis, Locustville.
John H. Rouse, Wickford,

For Newport County—Joseph Smith, Newport.
John M. Keith, Portsmouth.
Charles Almy, Tiverton Four Corners.

For Bristol County—Thomas Shepard, Bristol.

School Register.

The law requires of every teacher in any public school, to keep a register of the school in certain particulars, for the purpose of ascertaining the average and aggregate attendance of children at school, as the basis on which the apportionment of the public money to the several school districts shall be made. To facilitate the work of the teacher, and to secure uniformity in the different schools of the same town, a school register will soon be prepared embracing all the particulars specified in section XXI of the law.

HENRY BARNARD,
Commissioner of Public Schools.

Providence, December, 8th, 1845.

LYCEUM—LECTURES—LIBRARIES.

Under this general head we shall be happy to insert such notices and articles relating to this class of educational institutions, as shall help to make their objects more known, and lead to their more general introduction into the large villages of the State We look upon the Lyceum, in its diversified forms of organization and action, as among the most important means which can be adopted to awaken an active and intelligent public interest in the whole subject of popular education. We take this occasion to remind those gentlemen in Barrington, Pawtuxet, Wickford, East Greenwich, Valley Falls, Lonsdale, Lime Rock, Manville, Smithville, Chepachet, Pascoag, and other large villages, with whom we have had some communication in reference to a course of popular lectures during the winter, that as soon as they inform us that the conditions on their part are complied with, an introductory lecture shall be given, and shall be followed by a lecture every week, or once in two weeks, on some subject of a literary or scientific character, or of general interest, not connected with sectarianism, or politics. The conditions were :

1. That there shall be some kind of an organization, or committee, through which the necessary arrangements can be made and carried out.

2. That a commodious church, lecture room, or hall, well lighted and warmed, shall be provided for the meeting.

3. That funds shall be provided by subscription, or otherwise, to defray the travelling expenses of the lecturers ; and that this be done so as to exclude no person on account of inability or indisposition to pay, who would like to attend and who would be profited by the lectures. From an estimate which has been made in reference to villages situated in different directions, and different distances from Providence, it was calculated that the average expense for a lecturer would be three dollars. Provided their expenses are paid, more than twenty of the literary and professional gentlemen of the State have engaged to take part in the proposed course of Lyceum Lectures

Having been called upon to deliver the introductory lecture before the Westerly Lyceum, a few weeks since, we obtained a copy of the constitution, which we publish in this place as suggesting a good plan for similar associations in other villages.

WESTERLY LYCEUM.

Constitution of the Lyceum of Westerly and vicinity.

Article 1. This association shall be called "The Westerly Lyceum."

Art. 2. The object of this association shall be the dissemination of useful knowledge, by means of an annual course of lectures to be delivered weekly during the winter months, or at such other seasons as may be appointed by the

Lyceum; all topics having a sectarian or partizan character in religion or politics being excluded from the course.

Art. 3. The officers of this association shall be a President, Secretary, Treasurer, and eight counsellors, who together shall constitute a Board of Managers.

Art. 4. It shall be the duty of the President to preside in all the meetings of the Lyceum, and of the Board of Managers; and in his absence the first counsellor in order, who may be present, shall take his place.

It shall be the duty of the Secretary to keep the minutes of the Lyceum, and of the Board of Managers, and to conduct any correspondence which the Lyceum or the Board of Managers shall direct; and also, to give written orders upon the Treasurer for the appropriation of money, subject to the direction of the Board of Managers.

It shall be the duty of the Treasurer to collect and keep the moneys of the association, and to disburse them, subject to the order of the Secretary, and at the annual meeting for the transaction of business, he shall report to the Lyceum his account.

It shall be the duty of the Board of Managers to make minor regulations for the conduct of the meetings, to approve the subjects for any course of lectures, and to procure lecturers; and public notification of their arrangements for any course shall be given by them before its commencement. They shall also appropriate the moneys of the Lyceum, in defraying its current and ordinary expenses, and in the hire of lecturers; and any balance which may remain in the hands of the treasurer, after the annual course of lectures shall have been concluded, shall be expended by them in the purchase of books for a Lyceum Library. They shall also appoint a librarian, in some convenient situation, who shall take charge of the books of the Lyceum, and circulate them amongst its members according to such rules as the Board shall prescribe.

Art. 5. There shall be a meeting of the Lyceum on the last Thursday in August, annually, for the choice of officers and the transaction of any business; and special meetings may be holden at any other time when the Board of Managers, or when any ten members, after one week's previous notice, shall call them.

Art. 6. Any person may become a member of this Lyceum, for the term of one year from its annual meeting, by paying such sum as he may please, not less than 25 cents, to the Treasurer; and he may thereupon receive a certificate of membership.

Art. 7. This constitution may be changed at any meeting of the Lyceum.

OFFICERS AND MANAGERS.

THOMAS H. VAIL, PRESIDENT.

J. J. Edwards, Secretary. Francis Sheffield, Treasurer. Edward T. Hiscox, 1st Counsellor. Jas. D. Moore, 2d do. O. P. Tuckerman, 3d do. Alexander Campbell, 4th do. Orsmer M. Stillman, 5th do. Nathan F. Dixon, 6th do. Chas. Perry, 7th do. Horace Babcock, 8th do.

PROGRESS OF EDUCATION.

Under this general head we propose to keep our readers advised of what is doing in other states and countries in the great field of popular education, and especially in reference to common or public schools.

VERMONT.

Extract from Governor Slade's Message to the Legislature, Oct. 11, 1845.

"The present has been truly denominated an age of progress. The human mind is vigorously seizing, and carrying out to practical results the momentous truths which respect the relations of men to each other, and the appropriate means of accomplishing the purpose of human society and government. At the foundation of this vast movement lies the great work of Education—the work of developing, and giving a right direction to mental and moral power. And if human government is to be regarded as an institution designed to perfect the pur-

poses of society, and improve the condition of man upon earth, it needs no labored argument to show that education, thus defined, is among the highest duties of those entrusted with its administration.

Nor should it be forgotten that there are rights correlative to this duty. Every child in the State has a right to be educated—a right as essentially reciprocal to the claim of the State to allegiance, as is the right to protection. The question whether the children of a State shall be educated, is no more a question of mere expediency, than is the question whether the people have a right to protection from foreign aggression, and domestic violence. Indeed, protection from the effects of ignorance and vice is, itself, protection, in the highest sense, from all the dangers which can arise within the limits of a State. Would we have obedience to law? Let the children be taught, in the common school, as well as at the domestic fireside, the duty of self-control, and of reverence for the law of eternal rectitude written in the word of God: while the development, in just and harmonious proportions, of their whole mind, shall give them at once, a conscious sense of the worth of mind, and an intelligent conviction of the great purposes it is fitted to accomplish.

All the children in Vermont—especially the children of the poor—are in the attitude of just claimants, in respect to education, upon the fostering bounty, and guardian care of the State. And what has Vermont done to satisfy this claim? We have indeed, declared, by law, that "each organized town shall keep and support one or more schools, provided with competent teachers;" that the towns shall be divided into school districts; that certain district officers shall be appointed; that taxes shall be assessed and collected to build school houses and support schools; and that, to the income arising from these taxes there shall be added, for the current use of schools, the annually accruing interest of the surplus revenue of the United States deposited within this State. And here, with the exception of making provision for certain returns of school statistics, we have left the matter. If school houses are built, we have taken no care whatever for their proper location or construction; and if teachers are employed, we have done nothing in regard to the all-important matter of their qualifications, aside from the barren enactment that they shall "be competent." What shall constitute competency, or who shall judge of it, are matters entirely overlooked in our legislation. The result is an admitted and lamentable deficiency in the qualifications of teachers; great and manifest defects in the modes of instruction, and confusion and want of uniformity in regard to the books used for that purpose; while a large proportion of our school houses are located in highways, with little regard to comfort or fitness in their internal structure, and as little to taste and beauty, and convenience in the grounds connected with them; if, indeed, any grounds, but those of highways, are thus connected. And yet what an amount of money is annually expended for use of schools. To say nothing of the amount expended in the construction of school houses—of which we have no means of forming an estimate—let us look at the expenditure for teaching.

From the statistics returned to me last year, from 159 out of 240 towns in the State, I drew the conclusion in my report to the General Assembly, that there was paid to teachers in the whole State, exclusive of teachers of select schools—from which there were no returns—the sum of $120,000 annually. No one can soberly consider this subject, without feeling painfully impressed with a conviction of the utter waste of a very great portion of this large sum. It is not extravagant to say, that its power for good might have been doubled, if it had been expended under a system of supervision which should have carried into schools, teachers fully competent, and modes of instruction founded upon the true philosophy of mind, and a practical acquaintance with the means best adapted to its true and proper education. We do not so much need, at the present moment, additional pecuniary means, as we do a system adapted to give efficacy to those already possessed—a system which shall give a right direction to effort, and make it effectual to the proper education of the children of the State. The whole, so far as the aid of legislation may be properly invoked, is comprehended in the pregnant words—*Supervision—Responsibility*. We have provided, indeed, for the organization of districts, and the employment of teach-

ers by their prudential committees, who are authorized and required to "adopt measures for the inspection, examination and regulation of the schools, and the improvement of the scholars in learning." But experience has shown, abundantly, that all this is unavailing to the purpose of securing a proper examination, or indeed, any examination, of teachers, or a supervision of the schools, or to awaken that interest in their improvement, among parents throughout the community, which is as indispensible to their vigorous health and prosperity as a pure and bracing atmosphere is to the support of human life.

We want a system of supervision which shall make the power of beneficent legislation felt through competent and discreet agencies, in every district and by every child in the State. Shall we have it? That is the question; and it presses upon us more urgently than any other question within the range of our legislative duties. We cannot avoid its consideration. The States around us are moving onward in the work of improvement; and so urgent have been considered the claims of common school patronage,—so manifest the defects of old systems of supervision and instruction, and so common and universal the benefits to be derived from improvements in both, that party spirit has stood silent in presence of this great question, and all parties have made common cause in the noble work of educational improvement.

The expense of carrying into effect a system of adequate supervision need not be great, while its benefits will be inappreciable. Dollars and cents cannot measure their value. We readily make investments in railroads, and other improvements, which promise a return of pecuniary profit; but what are such investments in comparison with those which, in the process of educating a community in virtue and intelligence, infuse into it the great and indispensable elements of solid and enduring prosperity.

I commend this whole subject to your earnest consideration, under a full persuasion that an awakened and greatly advanced public sentiment will respond a hearty approval to your favorable action on it.

This clear and unanswerable exposition of the defects of the laws relating to common schools was followed up promptly by the Legislature in the passage of an act of sixteen sections, in which the appointment of Town, County and State Superintendents is provided for, with a prescribed course of duty for each class of officers in reference to the examination of teachers and visitation of schools, and with provision for a small compensation for the discharge of these duties.

Simultaneously with the passage of the new act, a State society was formed, called the "*Vermont Society for the improvement of the common schools*," with the following officers, viz: Hon. Silas H. Jenison, President; Daniel P. Thompson, of Montpelier, Recording Secretary, and Thomas H. Palmer, of Pittsford, Corresponding Secretary.

MASSACHUSETTS.

At a meeting of "Practical Teachers," held at Worcester, November 24th and 25th, on the call of the Essex County Teachers Association, a Society was organized, under the title of the "*Massachusetts Association of Teachers*," with the following officers:

PRESIDENT—O. CARLTON, SALEM.

Vice Presidents—Thos. Sherwin, Boston; D. P. Galloup, Salem; A. C. Hathaway, Medford; Levi Reed, Roxbury; Warren Lazell, Worcester; G. F. Thayer, Boston; Emerson Davis, Westfield; Lucius Lyon, Shelborne Falls; James Ritchie, Duxbury; George A. Walton, Martha's Vineyard; J

Bates, Jr., Boston; Calvin S. Pennell, Cabotville; Nelson Wheeler, Worcester; Wm. Russell, Andover.

Corresponding Secretary—Charles Northend, Salem. *Recording Secretary*—Samuel Swan, Boston. *Treasurer*—Josiah A. Stearns, Boston.

Counsellors—Ariel Parish, Springfield; Samuel S. Greene, Boston; E. S. Stearns, Newburyport; Thomas Cushing, Jr., Boston; Rufus Putnam, Salem; John Batchelder, Lynn; William H. Wells, Andover; William D. Swan, Boston; Elbridge Smith, Worcester; James Batchelder, Marblehead; P. H. Sweetser, Charlestown; J. P. Cowles, Ipswich.

PROCEEDINGS OF EDUCATIONAL MEETINGS.

TEACHERS' INSTITUTES.

The Teachers' Institutes which have been in session for three weeks past, closed on Friday, December, 5th, having been the means of bringing together upwards of two hundred teachers, most of whom are at this time engaged in the public schools of the State. The results of these Institutes have more than realized our anticipations, not only in reference to the amount of practical knowledge of methods imparted, but to the spirit, the zeal for self-improvement, and the advancement of their profession, with which the members were inspired; and to the interest which the various exercises created in the community where the meetings were held. On these points, the resolutions we shall publish hereafter, at the request of the several bodies that passed them, speak in stronger terms than we should feel authorized to use. For the kind expressions used in speaking of our official services, we are grateful; but to the following gentlemen, in particular, are the teachers and the community indebted for the pleasure and instruction derived from the exercises of the Institutes, viz:

Salem Town, of Aurora, N. Y.; Henry Gillam, do.; J. G. M. Truair, Gilbertsville, N. Y.; Albert D. Wright, Verona, N. Y.; Josiah Holbrook, New York City; J. H. Mather, Hartford, Conn.; G. W. Winchester, do.; William H. Wells, Andover, Mass.; William Russell, Boston, Mass.

In this connection we would make this public acknowledgement of of our obligations to the Rev. Mr. Grosvenor, Col. Burk, and Rev. Mr. Quimby, of Scituate; to Rev. Mr. Boyden of Woonsocket; to the School Committee of Newport; and to Rev. Mr. Vernon and others of Kingston, for the great assistance they promptly rendered in making all the necessary local arrangements, and in providing such excellent accommodations for the meetings of the institute, free of [illegible] to the several families, who not only opened their houses [illegible]inment of the members of the Institute, and the gen[illegible]broad in attendance, but did this with the same Rhode

Island cordiality of manner which we have experienced on so many occasions, in the course of the last two years, we wish to join with the several Institutes in their expressions of gratitude. If those who are engaged in this field of educational labor, as teachers, or in any other capacity, needed stimulus to urge them to work out to the full circumference of their duty, they would find it in the hearty good will and co-operation with which so many of the citizens of Rhode Island are helping on this enterprise. If teachers who have been connected with the different Institutes will carry into their schools the same genial spirit, which they manifested when together—the same thirst for knowledge—the same zeal for self-improvement, and the elevation of their profession; if they will but visit each others schools, meet together in town and county associations, and read the best books and periodicals devoted to education, then will they labor with fidelity and success on their several allotments of this great field of usefulness, and find their reward in the contemplation of the ever extending results of their labors.

TEACHERS' INSTITUTE AT WOONSOCKET.

The following notice of the proceedings of the Institute at Woonsocket, is compiled from an article in the Providence Transcript, and from the minutes of the Secretary, which have been forwarded to us for publication. We shall publish the resolutions referred to below, in the next EXTRA, together with a notice of the Institutes at Newport and Kingston.

The Institute was opened on Friday evening, November 21st in the vestry of the Methodist Church, after a prayer by Rev. Mr. Coggeshall, by an Introductory Address from the Commissioner of Public Schools, on *some of the modes in which the public schools could be improved this winter.*

1. By Towns and School Districts.
2. By School Committees.
3. By Parents.
4. By Teachers.

Under the last division Mr. Barnard aimed to show how the teachers could qualify themselves to improve their several schools in respect to

1. Physical Education.
2. Intellectual do.
3. Moral do.
4. Esthetical do., or the culture of taste, and the manners of children.

As among the most important modes in which they could improve their own views and methods of education, the plan of association

embraced in what is now known as the Teachers' Institute, such as was this evening opened in this place for such teachers, male and female, as were disposed to spend a week together, was particularly dwelt upon.

During the session of the Institute the following exercises were conducted by the gentlemen named, with the teachers as scholars, having special reference to the best methods of presenting the same and similar exercises in schools as ordinarily constituted in the country viz: 4 in reading, by Mr. Russell; 4 in the elementary sounds of our language by Mr. Town and Mr. Truair; 3 in the analysis of derivative words by Mr. Town; 1 in spelling on the slate by Mr. Town; 2 in Pronunciation by Mr. Russell and Mr. Town; 2 in writing composition by Mr. Town and Mr. Barnard; 3 in grammar by Mr. Gillam; 9 in written and mental arithmetic by Messrs. Truair, Gillam and Farnum; 2 in mensuration, by Mr. Town; 3 on the use of globes by Mr. Town; 2 on the use of outline maps by Mr. Mather; 4 in penmanship by Mr. Winchester; 1 in drawing by Mr. Holbrook.

In the course of the session a portion of each evening was devoted to a lecture, or addresses of a popular character.

On Saturday evening, Mr. Russell illustrated the importance of expression in reading and speaking, and the elements of gesture, with exercises by a class of the teachers.

On Sunday evening, addresses were made in the Congregational Church, by Messrs. Town, Russell and Barnard, principally on the necessity of a higher moral education in our schools, and on the importance of Sunday Schools.

On Monday evening, Mr. Mather and Mr. Town occupied an hour in addresses on the general subject of education.

On Tuesday evening, Mr. Farnum read an essay on the cultivation of the right state of feeling in the school and district.

On Wednesday evening, Mr Town lectured on the uses of history, and the best methods of studying history.

On Thursday evening, Mr. Holbrook presented his views of education, with special reference to introducing into all of our schools, more exercises of a practical nature, and teaching children how to educate themselves.

On Friday evening, Mr. Town continued his remarks on history.

Two evenings were devoted to discussions, in which the members generally took part, viz:

On Tuesday evening, the subjects of school dicipline, the cultivation of the right state of feeling in the schools, and in the district and the use of corporal punishment, were presented by Messrs. Farnum, Weeks, Wilson, Barnard, Town and others.

On Friday evening, *vocal music in schools*, by Messrs. Barnard, Giddings, Sisson and Tolman.

Whispering, how far, if at all, to be allowed in school, by Messrs. Steere, Willard, Sisson, Truair, Wilson, Wilkinson, Giddings and Town.

The right and policy of detaining children after school hours, by Messrs. Willard, Steere, Giddings, Patterson and Sisson.

The duties of teacher and scholar to the school-room, by Messrs. Wilson, Willard, Sisson and Barnard.

On Friday evening, the citizens of Woonsocket, having organized by the appointment of Dr. Ballou, Chairman, passed several resolutions, presented by Rev. Mr. Coggsehall, and advocated by him, Rev. Mr. Boyden, Mr. Wardwell, and others, expressing the gratification and instruction they had received from the exercises and lectures of the Institute, and inviting the Commissioner to convene another in this part of the State, as early as convenient.

Before the adjournment on Saturday, a committee consisting of Messrs. Wilcox of Manville, Giddings of Providence, and Sisson of Central Falls, reported several resolutions, warmly commending the usefulness of Teachers' Institutes, and rendering the thanks of the members to the citizens of Woonsocket and vicinity, for their hospitalities, and to the several gentlemen who had taken part in the course of instruction for the value of their services, which were most cordially adopted. The resolutions were responded to in an appropriate manner, and the members separated with the best feelings towards each other, and the great object which had brought them together.

For the Journal.

Mr. Editor,—On Saturday, December, 6th, a meeting of teachers and friends of education generally, was held at Clayville, in Scituate, which resulted in the formation of the "*Scituate and Foster Association for the improvement of Public Schools.*" The afternoon and evening were very pleasantly and profitably occupied with addresses, by Mr. Baker, Mr. Winchester, and others. The association is to meet monthly. The next meeting will be held at the Rockland School House, in Scituate, on Saturday, January 10th, commencing at 10 o'clock, A. M., and to continue through the day and evening. May we expect your aid on this occasion? Before adjournment the enclosed resolutions were unanimously adopted, with a vote requesting that they might be published in the Journal of the Rhode Island Institute of Instruction, to which we have obtained twenty subscribers.

Clayville, December 8th, 1845.

[To the question in the above communication, we answer—YES.]

At a meeting of the Scituate and Foster Association for the Improvement of Public Schools, the following resolutions were unanimously adopted.

Resolved, That we consider the thorough education of the rising generation a subject of vital importance to the best interests of our State and our country.

Resolved, That we hail with pleasure the establishment of the Journal of the Rhode-Island Institute of Instruction, and from the well known ability and untiring zeal and devotedness of its editor to the cause of education, we doubt not that it will prove a most effectual means of arousing the public mind to the present condition of public schools and to the best methods of improving the same; and we hereby pledge ourselves to use our individual and untiring exertions to establish that paper upon a permanent basis.

Resolved, That the thanks of this association be presented to Mr. Baker and Mr. Winchester, for their interesting remarks on this occasion, and for the zeal they have manifested in the cause of education, in this, and in other sections of the State.

Resolved, That the thanks of this association be presented to the citizens of Clayville, for the hospitality which they have extended to the strangers present.

Resolved that the proceedings of this meeting be signed by the President and Secretary and sent to the Journal of the Rhode-Island Institute of Instruction, for publication. SYLVESTER PATTERSON, President.

SAMUEL A. WINSOR, Secretary.

The RHODE-ISLAND INSTITUTE OF INSTRUCTION will meet at the Court House, in Bristol, on Friday evening, December 19th, and continue in session through the following day.

An adjourned meeting will be held at the Forest Chapel, in Barrington, on Saturday evening, Dec. 20th, commencing at half past six o'clock.

The WASHINGTON COUNTY TEACHERS' INSTITUTE will meet at Hopkinton City, on Thursday evening, December 18th, and continue in session through the following day.

EDUCATIONAL TRACTS.

The "*Educational Tracts*," promised to the subscribers of the JOURNAL OF THE RHODE-ISLAND INSTITUTE OF INSTRUCTION, by the Committee of Publication, are part of the series referred to in the Report of the Commissioner of Public Schools. (See Journal No. 1, p. 8.) Three numbers of the series were published last year, and their further publication was suspended on account of the pressure of other engagements. The publication will now be resumed, and will be continued as fast and as far as shall be found consistent with the discharge of other duties. We send with this number of the EXTRA two of the *Tracts* already published.

The publication of the regular number of the Journal which was due on the 1st inst., has been delayed partly on account of the engagements of the editor with the Teachers' Institutes; and partly, that we might ascertain from the returns of teachers and friends of education in different parts of the State, the number of copies that will probably be wanted. We therefore request the friends of the Journal to forward their orders as early as possible. The Journal should be in the hands of every family in Rhode-Island; for it will contain documents of great value and interest relating to our own peculiar system of instruction, and to the general cause of education.

RECEIPTS FOR THE JOURNAL.

Chs. S. Hazard, Warren,	$3 00	G. H. Tillinghast, Providence,	$ 50
D. P. Harriman, Pascoag,	1 50	Tho. G. Potter, Portsmouth,	3 30
Tho. R. Hazard, Portsmouth,	3 00	J. E. Hoxsie, Brand's Iron W'ks.	3 00
Tho. Davis, Woonsocket,	3 60	M G. Knowles, Westerly,	3 00
H. D. Southwick, "	50	Salem Town, Aurora, N. Y.,	50
Miss Wallen, "	50	Henry Gillam, "	50
John B. Tolman, "	11 40	Sylvester Patterson, Clayville,	6 00
Laura A. Legate, "	50	Chs. B. Webb, Slatersville,	3 00
W. S. Legate, Leominster, Mass.	50	S. M. Weeks, Cumberland Hill,	3 00
Geo. C. Carr, Jamestown,	3 00		

Providence, Dec. 12, 1845. THOMAS C. HARTSHORN.

EXTRA. [January 1, 1846.] NUMBER IV.

JOURNAL

OF THE

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The JOURNAL OF THE RHODE-ISLAND INSTITUTE OF INSTRUCTION will be published on the 1st and 15th of every month, until a volume is completed by the publication of twelve numbers.

Each number will contain at least sixteen pages in octavo form: and in addition, from time to time, an EXTRA will be published, containing official circulars, notices of school meetings, and communications respecting individual schools, and improvements in education generally; and one of a series of "*Educational Tracts*," devoted to the discussion of important topics, in some one department of popular education.

The volume, including the EXTRAS and "*Educational Tracts*," will constitute at least three hundred pages, and will be furnished for fifty cents for a single copy; or for three dollars for ten copies sent in a single package, and at the same rate for any larger number sent in the same way.

The subscription must be paid on the reception of the first number.

HENRY BARNARD, Commissioner of Public Schools, Editor.
THOMAS C. HARTSHORN, Business Agent.

SOME OF THE MODES BY WHICH TEACHERS CAN IMPROVE THEMSELVES AND THEIR SCHOOLS THIS WINTER.

The public schools for this winter are now in session. The teachers are in the midst of the trials and responsibilities of their profession, and these trials and responsibilities they must meet with such preparation as they have previously made, and with such aids and opportunities for improvement as their sense of duty shall prompt them to use and apply. We propose to point out some of the ways in which they can improve their schools and their own characters and qualifications, as individuals and teachers, during the present winter.

1. They can inform themselves of the requirements of the laws of the State, and the regulations of the school committee of the town, and comply promptly and cheerfully therewith.

If a teacher is engaged in a public school without having a certificate of qualification from the appointed authorities, the necessary steps can be taken immediately to obtain one.

If a record of the name, age, parents, and daily attendance of the scholars, has not been kept, it can be begun immediately.

If new books have been introduced into the school without the sanction of the school committee, a stop can be put to the practice forthwith, before any greater complexity of text-books is created. To any application for information as to the laws of the State, or

instructions, or co-operation as to the duties of teachers, the earliest possible attention will be given by the Commissioner of Public Schools.

2. They can become members of the county or town associations of teachers, if any exist, or they can take immediate steps towards forming such an association of the teachers of their town, or county; and take part in the exercises.

Such associations have been already formed in Washington County, in Warren, Newport, Foster, Scituate, and possibly in other towns. Where an association of teachers cannot be conveniently formed, the meetings of the associations of the friends of education generally, can be improved by teachers for the discussion of topics connected with the classification, discipline, and instruction of schools.

3. They can, by previous arrangements with the teachers of other schools, in their towns, and the committee for their districts, visit each other's schools, or the schools of Providence.

No teacher, however experienced he may be, can go into a school, be it good or poor, without seeing something of which he can profitably avail himself.

4. They can make themselves acquainted with the condition and progress of education in other states, by subscribing to one or more of the following periodicals.

THE COMMON SCHOOL JOURNAL, published semi-monthly by Fowle and Capen, 184 Washington street, Boston, and edited by Horace Mann, Secretary of the Board of Education for Massachusetts; price, $1,00, payable in advance. Each number contains sixteen pages octavo.

This Journal was commenced in November, 1838, and embraces all the official documents of the Board of Education, and their Secretary.

THE DISTRICT SCHOOL JOURNAL FOR THE STATE OF NEW YORK, published monthly under the patronage of the State, at Albany, and edited by Francis Dwight, Superintendent of Common Schools for the county of Albany. Price, fifty cents a year. Each number contains from sixteen to twenty pages, royal octavo.

This Journal was commenced by Mr. Dwight, at Geneva, in March, 1840. Under the authority of An Act, passed in May, 1841, the Superintendent of Common Schools subscribed for a sufficient number of copies (ten thousand and eight hundred) to supply each organized school district in the state, and made it his official organ of communication with the officers and inhabitants of the several districts. The publication office was removed from Geneva to Albany in June, 1841, where it is now printed by C. Van Benthuysen.

TEACHER'S ADVOCATE, published every Wednesday by L. W. Hall, Syracuse, N. Y., and edited by Edwin Cooper; price $2. Each number contains sixteen pages quarto.

The Advocate was commenced in September, 1845, under the auspices of the New York State Teacher's Convention, held at Syracuse, in July, 1845.

5. They can purchase, or at least read a few of the best books on Education, and especially of that class which relates to improved methods of school instruction and discipline.

That it may no longer be said that books of this class are not accessible to teachers in the public schools of Rhode Island, a LIBRARY OF EDUCATION has been established in every town in the State, or at least at so many points, that the teachers of every town can, without much inconvenience, obtain any of the volumes mentioned in the following catalogue. The price is added wherever it is known, as well as the address of the publishers, for the convenience of such teachers as may wish to purchase.

THE SCHOOL AND SCHOOL-MASTER, by Alonzo Potter, (Bishop of Pennsylvania,) and George B. Emerson. New York; Harper and Brothers. Boston, Fowle and Capen. Price, $1,00. 551 pages.

This volume was prepared at the request of the late James Wadsworth, of Geneseo, New York, with special reference to the condition and wants of common schools in that State. Its general principles and most of its details are applicable to similar schools in other parts of the country, and, indeed, to all seminaries employed in giving elementary instruction. Mr. Wadsworth directed a copy of it to be placed in each of the school districts of New York, at his expense, and his noble example was followed in respect to the schools of Massachusetts by the Hon. Martin Brimmer, of Boston.

THE TEACHER'S MANUAL, by Thomas H. Palmer. Boston: Marsh, Capen, Lyon & Webb, 1840. pp. 263. Price, 75 cents.

This work received the prize of five hundred dollars, offered by the American Institute of Instruction, in 1838, for "the best Essay on a system of Education best adapted to the Common Schools of our country."

THE TEACHER TAUGHT, by Emerson Davis, late Principal of the Westfield Academy. Boston: Marsh, Capen, Lyon & Webb, 1839. pp. 79. Price, 37½ cents.

This valuable work was first published in 1833, as "an abstract of a course of lectures on School-keeping." Mr. Davis has now the charge of the Normal School, at Westfield, Mass.

SLATE AND BLACK BOARD EXERCISES, by Dr. William A. Alcott. New York: Mark A. Newman. Price 37 cents.

The chapters in this little work were first published in the Connecticut Common School Journal, in 1841. The various suggestions and methods are highly practical.

HINTS AND METHODS FOR THE USE OF TEACHERS. Hartford: Price, 12½ cents.

This volume is made up principally of selections from publications on methods of teaching, not easily accessible; and under each subject discussed, reference is made to various volumes, where additional suggestions can be found.

THE DISTRICT SCHOOL AS IT WAS, by one who went to it, (*Rev. Warren Burton.*) New York: J. Orville Taylor, 1838.

In this amusing picture of "the lights and shadows" of school life as it was in Massachusetts twenty years ago, the teachers and scholars of some of our District Schools as they are, will recognize school-house, books, practices and methods with which they are too familiar.

CONFESSIONS OF A SCHOOL-MASTER, by Dr. William A. Alcott. New York: Mark A. Newman. Price, 50 cents.

If our teachers will read these confessions of errors of omission and commission, and the record which it gives of real excellences attained by the steps of a slow and laborious progress, they will save themselves the mortification of the

first, and realize earlier the fruits of the last. Few men have the moral courage to look their former bad methods so directly in the face. Every young teacher should read this book.

REPORT ON ELEMENTARY INSTRUCTION, by Calvin E. Stowe, D. D. Boston: Thomas H. Webb & Co. Price, 31 cents.

SEVENTH ANNUAL REPORT of the Secretary of the (Massachusetts) Board of Education, Hon. Horace Mann, 1843. Boston: Fowle & Capen. Price 25 cents.

These two reports introduce the teacher into the school-rooms of the best teachers in Europe, and enable him to profit by the observations and experience of men who have been trained by a thorough preparatory course of study and practice, to the best methods of classification, instruction, and government of schools, as pursued abroad.

THE SCHOOL TEACHER'S MANUAL, by Henry Dunn, Secretary of the British and Foreign School Society, London. Hartford: Reed & Barber, 1839. pp. 223. Price, 50 cents.

The American edition of this work is edited by Rev. Thomas H. Gallaudet, which is the best evidence that could be given of the general soundness of the views presented by the English author. The principles set forth in this Manual, are the basis on which rest most of the methods of instruction and government pursued in the celebrated Borough Road School, London,—the model school of the Society of which Mr. Dunn is Secretary.

ACCOUNT OF THE EDINBURGH SESSIONAL SCHOOL, Edinburgh, by John Wood. Boston: Monroe & Francis, 1830.

The value of the Interrogative Method of Instruction, especially as applied to reading, was first developed in the Edinburgh Sessional School, and through this book, the method has been very generally diffused among teachers on both sides of the Atlantic.

DR. CHANNING ON SELF CULTURE. Boston: Monroe & Co. Price, 33 cents.

MISS SEDGWICK ON SELF TRAINING, OR MEANS AND ENDS. New York: Harper & Brothers.

These two volumes,—the first, written with special reference to young men, and the last, to young women, should be read by all young teachers, who would make their own individual character, attainments, and conduct, the basis of all improvement in their profession.

SMITH'S HISTORY OF EDUCATION. Harper & Brothers. Price, 50 cents.

This work is substantially an abridgement of the great German Work of Schwarz, and is worthy of an attentive perusal, not only for its historical view of the subject, but for the discussion of the general principles which should be recognized in every system of education.

LECTURES ON EDUCATION, by Horace Mann, Secretary of the Massachusetts Board of Education. Boston: Fowle & Capen, 1845. pp. 338. Price, $1,00.

This volume embraces seven lectures, most of which were delivered before the Annual Common School Conventions, held in the several counties of Massachusetts, in 1838, 39, 40, 41 and 42. They are published in this form at the request of the Board of Education. No man, teacher, committee, parent, or friend of education generally, can read these lectures without obtaining much valuable practical knowledge, and without being fired with a holy zeal in the cause.

LAWS AND DOCUMENTS RELATING TO THE COMMON SCHOOL SYSTEM OF MASSACHUSETTS.

This volume includes a sketch of the various enactments of the Legislature,

from 1642 down to 1843, respecting the Free Schools, and the laws as they now are, together with the Annual Reports of the Board of Education, and the Secretary of the Board, from 1838 to 1844, and the Abstract of School Returns, and a selection from the Reports of School Committees of the several towns in Massachusetts for 1842–3.

In his annual reports to the Board of Education, collected in this volume, Mr. Mann has presented a more didactic exposition of the merits of the great cause of Education in Massachusetts, and some of the relations which that cause holds to the interests of civilization and humanity, than is given in his lectures. That part of the volume devoted to selections from the annual reports of school committees, presents the views of practical and educated men, in more than three hundred towns in a state where the free school system has been tried on the most liberal scale, and for the longest time.

A Digest of the Common School System of the State of New York: together with the forms, instructions, and decisions of the Superintendent; an abstract of the various local provisions applicable to the several cities, &c.; and a sketch of the origin, progress, and present condition of the system. By S. S. Randall, General Deputy Superintendent of Common Schools. Albany: printed by C. Van Benthuysen & Co. 1844.

Laws and Reports respecting the Common School System of New York in 1844.

This volume embraces the Annual Report of the Superintendent of Common Schools, and the Annual Report of the several County Superintendents for 1843–4, making a volume of over 600 pages, together with the Law as it now stands, with forms and instructions for its administration.

Annual Reports of State and County Superintendents for 1845.

These three volumes present a complete view of the origin, progress and condition of the most thoroughly organized and administered system of public elementary instruction in the United States. The reports of the County Superintendents are full of practical suggestions as to improvements in the classification, instruction and government of schools.

Reports and Documents relating to the Common School System of Connecticut, by Henry Barnard, Secretary of the Board of Commissioners of Common Schools. Hartford: Case, Tiffany & Co.

This volume embraces all the official documents of the Board of School Commissioners and their Secretary, from 1838 to 1842, together with a sketch of the origin and progress of the Common School System of Connecticut, from the foundation of the State down to 1842. The Appendix to the Second Annual Report of the Secretary of the Board, contains an account of the school system of Europe,—in England, Scotland, Ireland, Holland, France, Germany, Italy and Switzerland,—with copious extracts from the Reports of Cousin, Stowe, and Bache, which would make a document of at least 500 pages, in ordinary octavo form.

The Connecticut Common School Journal, edited by Henry Barnard, from August, 1838 to 1842. Four volumes.

The Common School Journal, edited by Horace Mann, from November, 1838 to 1845. Six volumes.

The District School Journal for the State of New York, edited by Francis Dwight, for 1844 and 1845. Two volumes.

The Common School Journal of the State of Pennsylvania, edited by John S. Hart, for 1844. One volume.

The Teacher's Advocate, edited by Edward Cooper, will be added as soon as the first volume is completed. One volume.

Access to the volumes above described, and to various pamphlets and documents relating to the organization and management of public schools, and to the general principles of education, can be had by applying to

Rev. John Boyden, Jr.	Woonsocket.
George C. Wilson,	Manville.
Rev. D. P. Harriman,	Pascoag.
Rev. O. F. Otis,	Chepachet.
Sylvester Patterson,	Clayville.
B. H. Horton,	Washington Village.
Dr. E. Eldridge,	East Greenwich.
George Anthony,	Kingston.
Nathan K. Lewis,	Locustville.
Rev. T. K. Vail,	Westerly.
Charles S. Hazard,	Warren.
Rev. Thomas Shepard,	Bristol.
Charles Almy,	Tiverton Four Corners.
John M. Keith,	Portsmouth.
Rev. Joseph Smith,	Newport.
John D. Willard,	Pawtucket.

(*To be continued.*)

PROGRESS OF EDUCATION.

It is gratifying to see from the plain and decided manner in which defects in existing systems of public instruction and plans for their improvement, are presented in the annual messages of Governors to their respective legislatures, that this subject has at last arrested the attention of public men, and will fast draw around itself the warm regards of the whole people. Heretofore it has been the "order of the day" to praise the virtue and intelligence of the people, to laud the condition of common schools as the source from which this virtue and intelligence flowed, and commend the subject in well turned periods, to the fostering care of the legislature, and there leave it. But the day of inquiry into the condition of the schools, and of more prompt and efficient action, has at last come. In our last Extra, we noticed the recommendations of Governor Slade, of Vermont, and the prompt action of the legislature in providing a system of thorough supervision. We have since received the Circular of Lieutenant Governor Eaton, who is State Superintendent of Common Schools, addressed to County and Town Superintendents, and Teachers, and from the manner in which the whole subject is treated by the public press of the state, we should argue most favorably for the new movement. We continue our notice of what is doing in other states.

VIRGINIA.

The people of Virginia owe a lasting debt of gratitude to Governor McDowell, for the urgent and eloquent manner in which he has in his annual communication to the legislature presented this great subject, till it would seem, from the action of the people in their several primary meetings, and of the convention recently held in Richmond, that the public mind is now prepared for a thorough revision of their system of public instruction. Mr. Jefferson, more than sixty years since, gave the outline of a system of public primary schools, which, if it had then been adopted, would have prevented the disgrace which is now felt like a wound, by every high-minded Virginian, of having "*one in every twelve of her grown-up white population who can neither read or write.*"

In his message in 1843, Gov. McDowell thus presents the subject:

Having brought to the notice of the last legislature the subject of general education and of free schools, and recommended it to a consideration it did not receive; I should be faithless to one of my clearest and most honorable duties if I did not present it again, and again invoke for it the care, the thought, and the legislation to which it is entitled. Weighty as this subject confessedly is, and every one feels it to be, and knows it to be, with the safe, just and enlightened action of popular government, and with all the pursuits of rational and civilized man, and consecrated, too, as it has long been, by an inviolate provision of one of our permanent laws, it is nevertheless sadly neglected in our public councils, and year after year is thrust aside as if it had no admitted place among real and practical things. It would seem as if the very provision which was made for its support years ago by doing something, had thereby intercepted the larger and more beneficent provision which is necessary to support and nourish it aright. Satisfied, as it would appear, that something had been done, the higher and bolder duty of doing more and more until nothing should remain to be done, has long been pretermitted, and successive legislatures have handed down the existing plan and provision of the law under painful and accumulating proofs of their ruinous insufficiency. When it is considered that this plan of common education has been nearly thirty years in existence; that its whole machinery has become perfectly familiar to those who administer it, and whose duties of administration are enforced by penalties; that its minor defects have been corrected as perceived; that material alterations of structure have been introduced, and that every efficiency of which it is capable has been given to it by its controlling head, whose system, vigilance and fidelity, which makes him an honor to the government, have been so long and so laboriously devoted to the perfection of this scheme; when this is considered, and it is considered also that there is one in every twelve of our grown-up white population who can neither read nor write; that out of fifty-one thousand poor children for whom this scheme is designed, only twenty-eight thousand have been taught any thing at all, and that these have been taught an average period of but sixty days during the past year; when these things are considered, will it be said that the result is satisfactory? That it demonstrates a condition in this branch of public interest and in the means appropriated to sustain it, with which the legislature and the country ought to be contented? If sixty days' tuition to one half of the "indigent" children of the state is the grand result which our present system is able to accomplish after so many years of persevering efforts to enlarge and perfect its capacities, it is little more than a costly and delusive nullity which ought to be abolished, and another and better one established in its place. Supposing it entirely improbable that the legislature, partaking in all respects in the hopes and interests of the public, will regard it as a duty to continue a system which operates in such manifest subversion of both, they are earnestly invoked to enter at once upon the work of preparing a better, and of preparing it with the ultimate and comprehensive purpose of

extending the rudiments of a cheap, if not free education, to every child in the State.

After proposing a modification of the existing system, which is repeated in his message for this year, viz., to establish in each county, with the consent of a majority of its tax-payers, free schools for common education, the Governor goes on to remark:

By associating the people of the several counties, as it is proposed to do, responsibly and intimately with the government in support and administration of their own schools, not only will the general subject of education be kept alive at its proper and fountain head, but the actual education of every one, resting no longer upon the footing of a parental duty alone, will come to be claimed and contended for as a legal right. Should the legislature regard the plan suggested as worthy of any attempt on its part to elaborate it into a system, a principal recommendation of it is the ease with which it can be converted into one for free education, and it is earnestly hoped whatever the scale on which it may be thought best to begin, that nothing less wise, patriotic and perfect than this will be thought of for its final and crowning result. Let your system of primary education, which is supported by the funds and protected by the vigilance of all, be free to all; and it will be found at last not only to be the cheapest and the best, but the surest of any to extinguish that spirit of exclusiveness which the education of a part is certain to inspire, and to nourish amongst our people, from their earliest youth, all the sympathies of mutual interest and dependence. Let it be free, and the poorest and most desolate child in the State will have a dowry in your laws which nothing can wrest from his hands, and never will your own call upon him for service be so legitimate, never can you demand that he shall submit himself, for your sake, to pains and dangers, and death itself, with so perfect a right as when you have sought him out in his hours of helplessness, and ministered to his wants, and have put away from his mind one of the heaviest and bitterest afflictions which orphanage and poverty can bring.

In his message to the legislature now in session, Governor Mc Dowell presents the subject anew, with an array of facts and considerations which we are sure must carry conviction to every member of the legislature of the necessity of immediate and efficient action.

After pressing upon the legislature the importance of settling definitely the question, whether education is to be treated as a private affair, or as a great state interest, the Governor remarks as follows:

If the sounder judgment is entertained, that education is a public as well as private concern; that, unlike the acquirement of property, which can be pursued by each one for himself, without dependence upon others, its only permanent success depends upon the effectiveness of the co-operation with which it is conducted; that this co-operation can be more fitly settled by public authority than by casual and voluntary arrangement; and further, that education is too sacred an element in the well-being and safety of a State, governed like ours, to be left to the hazards of unorganized, individual combination; if this is its opinion, it follows, that the public aid which it recognizes as a legitimate aid in the case, should be extended to every grade of education, and every description of learners. The first rudiments of the language, and the highest attainments of the scholar, should be provided for as the objects to be accomplished. The provision which is recognized as due to all, should be sufficient for all, and in the case of primary instruction at least, it should be free to all. Nothing less than this will satisfy the obligation assumed, nor the wants to be supplied, and nothing greater could be effected for the honor, advancement, and renovation of the State. Once establish education upon this basis of public liberality and justice, and watch over and develope it afterwards in the fostering and determined spirit which esteems nothing to be done whilst any thing remains to do, and Virginia will soon throw from her soil the reproach and the pain of rearing upon it a body of children outnumbering the revolutionary soldiers who gave us the power to rear them as we

pleased, and to whom, from year to year, not a moment of instruction is afforded by the State.

If the legislature can agree upon the preliminary principle that education is a state duty or a state trust, which ought to be provided for by law, it can have no difficulty in determining upon the point to which its fiduciary labors should be chiefly directed. A single glance at the statistics of this subject will show that the greatest want which we suffer is that of common education, and the greatest sufferers are of course that very mass of our people upon whom the State depends for its support and defence in every possible event, and who are therefore especially entitled to be spared from so undue a share of public misfortune. In the higher grades of education this want is far less seriously felt. The number of pupils at the university, colleges, academies, classical and grammar schools of this State, being sometimes less than two per cent. on our whole population, is greater, nevertheless, than is to be found in any of the States except those of New England, and is less than it is there only by an inconsiderable fraction; a difference which is unquestionably owing to the greater facility and cheapness with which education can be had in the midst of a country and village population so much more crowded than our own. As an evidence of this, it is shown by the late census, that the eleven thousand and eighty-three students which belong to the grammar schools and academies of this State, are distributed among three hundred and eighty-two schools, being an average of twenty-nine to the school; while the forty-seven thousand seven hundred students of like kind in New England, are parcelled out among six hundred and thirty schools, or in the proportion, separately, of ninety-seven to each school in Maine, eighty-five in New Hampshire, sixty-six in Massachusetts, and upwards of seventy in New England generally. Thus, more than four times the number of scholars are taught, at less than twice the number of schools; and consequently, at something like a proportionate reduction in the expenses of each particular one. In other words, we have an almost equal rateable number of our young men taught at our classical schools, but taught at a higher than equal rate of expense; a fact which shows incontestibly that the desire for this degree of education is as strong, if not stronger, here, than any where else in the Union, because submitting to greater inconvenience and expense in order to be gratified. It is, indeed, in this very spirit of our people for academical and collegiate education, and the great relative extent to which they have been able to acquire it, that we are to look for a main cause of that high intellectual character which this commonwealth has at all times enjoyed. She has never wanted for the active and cultivated mind which her public or professional departments required; has never sustained, as to these, a reproachful comparison with the best of her sister communities; and may, in truth, have been the less able, on this very account, to realize the wretched inferiority of her common education, or the deplorable degree to which it was impairing her highest capabilities. Realizing it now, however, she would be the more wilfully and cruelly guilty, if she permitted the spirit and advantages of her people upon this subject to be crushed and denied any longer. Only consider that of the one hundred and sixty-six thousand persons in this State, who are of a suitable age to be taught, that is, between seven and a half and sixteen, forty-six thousand only are reported as receiving any kind of education, and if the twelve thousand and upwards of those who are credited to the colleges, academies, and classical schools be deducted, there will be left but thirty-four thousand who are going to common schools, and one hundred and twenty thousand who appear to be going to no school whatsoever!

Such a state of things in the midst of a civilization like ours, and above all, in the very heart of a liberty and a government like ours, is absolutely appalling; and calls for redress with a power of entreaty, to which words can add nothing. Let the fostering hand of the government be extended for this redress, and extended to those, in chief, who are most dependent and most in want. In our case, the first and controlling duty, as the facts presented demonstrate, is not to provide for the highest grades of scholarship, so much as its humblest elements; it is to remodel our system of common education to such extent that we can offer the alphabet of knowledge to all who will receive it, and can rescue at once from the destiny of unlettered ignorance, the helpless and neglected thousands of our youth, upon whom, if nothing is done, it will be fixed beyond remedy and forever. It cannot be that this patriotic duty will be declined and evaded any longer,

and the great body of our people left to struggle as they have struggled before. Here, at least, it may be demanded, that those who support all, defend all, and govern all, should not in addition to this, be expected to suffer all. But if this is not to be so—if the wrong and injury already done, are to be stopped; if the melancholy distinction of sharing an equality in uneducated population with a single American rival is to be effaced, and our labors are hereafter to elevate the mind which our neglect has done so much to crush—if this is to be so, not an hour, not an energy which the legislature can command, should be lost, before this work of justice, hope and renovation, shall have been begun.

I have submitted in former messages what seemed to me the germ of a suitable plan for the accomplishment of this work, and respectfully refer to it now as capable, in my judgment, of being successfully matured and applied. That plan was, generally to establish in each county, with the consent of a majority of its tax-payers, free schools for common education. To rely for the support of these schools upon the quotas of the present school fund, and upon such additional sum as might be found necessary, to be made up of county and state taxes united in given proportions. To place the schools, wherever adopted by county vote, and all matters connected with their location, accounts and management, under county tribunals, and these, in turn, under the general supervision of some central and controlling head; and to authorize each county to renounce the plan, after having adopted it, should it wish to do so; and in all cases, whether the plan is accepted, rejected or renounced, to continue the school quota to each county just as at present.

Without illustrating this plan by additional detail, it is, perhaps, enough to say of it, that by placing its adoption in each county upon the express consent of its own tax-payers, you appeal to those who are the most concerned in interest, and most identified with each other in intercourse and business, to decide whether it will suit them or not; you enable each county, in case of its adoption, to modify, adapt and mature it, according to its judgment and its own view of its local circumstances and wants; you connect every citizen, in some degree, with its management, make every tax-payer a sentinel upon its operation, and thus secure its ultimate sufficiency and support by surrounding it with the largest possible amount of watchfulness, interest and affection. Nor is this all—by supporting these schools upon a general fund, making them free from any charge for tuition, you at once destroy those designations of indigence and charity, which have kept so many thousands in ignorance; you bring the rich and poor of our people into closer connection with each other, diffuse a kindlier and healthier sympathy throughout the whole of society, and discourage, in their very embryo, all youthful tendencies to exclusiveness and caste.

A Convention of more than two hundred delegates from different parts of Virginia, met at the Capitol in Richmond, on the 10th of December, and continued in session through the 11th and 12th, with Governor McDowell as *President;* Judge Lomax, Judge Duncan, Thomas J. Randolph, Dr. Patrick, A. T. Caperton, W. H. McFarland, G. H. Carson, and S. Watts, *Vice Presidents;* and S. Gallagher, and R. B. Gooch, *Secretaries.*

The deplorable condition of education in Virginia, was freely exposed, and various plans for improving the whole system of public instruction, were presented and discussed. The Convention finally adopted a report, in which the present system is pronounced defective in the following particulars:

1st. It creates a distinction between the rich and the poor.

2d. It makes no provision for the examination of teachers as to their moral characters and qualifications.

3d. It confers no authority on school commissioners for the selection of school books.

4th. It embraces no provision for the education of teachers.

To supply these and other defects, the *Common School System*, or schools for the rich and the poor, supported by public funds, taught by teachers whose qualifications are properly ascertained, and managed by officers elected by the people, was recommended to the favorable consideration of the Legislature.

Let us now turn to the results of the Common School System, in a state* where its cradle was rocked, side by side, with the infant commonwealth, and which has grown with the growth, and strengthened with the strength of the state.

MASSACHUSETTS.

From the *Abstract of School Returns for* 1844–5, made up with great care in the office of the Secretary of State, we have compiled the following Tables:

1. A Table exhibiting the condition of the common schools in several important particulars, in *twenty-nine towns*, which rank highest among the three hundred and eight towns in the state, for the sum annually voted for the education of each person between the ages of 4 and 16 years, the length of the school, the number of children in daily attendance, and the average compensation paid to teachers, male and female.

No state in the Union,—no country in the world can show returns for the same number of towns, which argues so favorably for the condition and improvement of common schools, as does this Table.

2. A Table exhibiting the condition of common schools in the same particulars, in the same number of towns which rank the lowest in reference to the amount of appropriation for school purposes, length of school, and compensation of teachers. Low as is the relative rank of these towns in Massachusetts, they would occupy the highest relative position on a scale similarly graduated, in any other state.

3. A Table exhibiting the condition of education in the several counties of the state, graduated according to the apropriation in each for the support of common schools, with the aggregate of the State.

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* A history of the School System of Massachusetts, with an abstract of the laws as they are now on the statute book, is given in *Educational Tract, No. III.*

TABLE NUMBER I.

TOWNS.	COUNTIES.	POPULATION.	VALUATION.	Rank of Towns in the State, and in the County, according to the amount raised *by tax*, for each person between the ages of 4 and 16 years, including only wages of teachers, and fuel.					Number of Scholars of all ages, in all the Schools.		Average wages paid to Teachers, per month, including value of Board.	
				Amount.	No. of pers. between 4 and 16.	Amt. levied on each person between 4 & 16.	Rank in State.	Rank in Co.	In Summer.	In Winter.	Males.	Females.
Somerville,	Middlesex,			$2,400	314	$7 64	1	1	309	310	$36 66	$17 03
Brookline,	Norfolk,	1,365	$743,963	1,900	279	6 86	2	1	214	193	49 00	15 62
Boston,	Suffolk,	93,383	109,301,218	134,968	18,178	6 76	3	1	15,520	15,520	100 14	20 83
Chelsea,	Do.	2,399	695,781	4,900	860	5 58	4	2	723	796	46 67	17 11
Medford,	Middlesex,	2,478	1,005,195	3,284	591	5 56	5	2	496	496	51 53	12 15
Brighton,	Do.	1,125	458,485	2,000	351	5 54	6	3	353	355	48 16	14 68
Charlestown,	Do.	11,484	4,033,176	14,000	2,750	5 09	7	4	2,514	2,514	75 00	14 81
N. Braintree,	Worcester,	752	385,722	800	166	4 82	8		171	210	24 50	12 29
Dedham,	Norfolk,	3,290	1,218,548	3,750	779	4 81	9	2	560	686	36 78	16 53
Lowell,	Middlesex,	20,796	10,160,652	22,896	4,867	4 70	10	5	4,107	4,008	49 24	16 79
Watertown,	Do.	1,810	976,835	2,200	470	4 68		6	351	352	39 08	16 00
Milton,	Norfolk,	1,822	663,247	2,000	430	4 56	2	3	381	386	33 26	18 00
Dorchester,	Do.	4,875	1,601,245	5,500	1,216	4 52	13	4	1,010	1,098	36 45	16 53
Roxbury,	Do.	9,089	3,257,503	11,375	2,534	4 49		5	1,793	1,836	66 94	17 99
Nantucket,	Nantucket,	9,012	6,074,374	8,275	1,900	4 35	5		1,443	1,443	62 50	16 66
Worcester,	Worcester,	7,497	3,696,001	8,972	2,290	4 35	16	2	2,166	2,332	38 58	16 14
Newton,	Middlesex,	3,351	897,255	3,125	733	4 26	7	7	595	686	43 29	20 59
Weston,	Do.	1,092	386,191	1,050	250	4 20	18	8	199	270	36 50	15 56
Dover,	Norfolk,	520	192,309	450	120	4 19	19	6	70	115	24 87	10 33
W. Cambridge,	Middlesex,	1,363	472,423	1,600	386	4 14	20	9	323	401	33 70	12 75
Hull,	Plymouth,	231	58,121	130	32	4 06	21		36	42	20 00	8 00
Waltham,	Middlesex,	2,501	1,069,171	2,681	668	4 01	22	10	638	628	42 00	14 09
New Bedford,	Bristol,	12,087	6,049,529	13,000	3,281	3 96	23	1	2,030	2,071	66 66	18 27
Cambridge,	Middlesex,	8,409	4,479,501	10,337	2,619	3 95	24		2,111	2,038	55 07	18 36
Stoneham,	Do.	1,017	217,960	1,000	255	3 92	25	12	256	193	32 50	14 86
Boxborough,	Do.	426	144,665	400	103	3 88	26	13	98	139	25 22	10 50
Salem,	Essex,	15,083	10,218,109	15,276	4,000	3 82	27		2,385	2,385	65 74	13 03
Concord,	Middlesex,	1,781	608,649	2,000	525	3 81	28	14	469	513	30 71	11 81
Lexington,	Do.	1,642	561,549	1,400	371	3 77	29	5	317	326	35 40	28 16
Sherburne,	Do.	[illegible]	[illegible]	[illegible]	[illegible]	3 77	30	16	202	270	28 12	12 23

TABLE NUMBER II.

TOWNS.	COUNTIES.	POPULATION	VALUATION	of 4 and 16 years, inclusive: of teachers, and fuel: Amount.	No. of persons between 4 and 16.	Amt. for each person between 4 & 16.	Rank in State.	Rank in Co.	In Summer.	In Winter.	Males.	Females.
Wareham,	Plymouth,	2,002	$588,290	$ 900	630	$1 43	280	20	435	474	$26 71	$12 59
Chatham,	Barnstable,	2,334	285,962	1,000	699	1 43	281	10	534	683	28 10	11 26
Granville,	Hampden,	1,414	289,880	600	421	1 42	282	16	270	309	20 26	11 33
Savoy,	Berkshire,	915	120,311	400	283	1 41	283	18	244	269	19 43	10 26
Norton,	Bristol,	1,515	578,670	600	426	1 41	284	19	376	418	24 03	11 41
Pelham,	Hampshire,	956	160,695	400	285	1 40	285	23	219	315	18 88	8 55
Dennis,	Barnstable,	2,942	423,279	1,200	857	1 40	286	11	722	813	25 96	9 44
Dalton,	Berkshire,	1,255	270,200	400	217	1 38	287	19	217	234	21 25	9 83
Southbridge,	Worcester,	2,031	553,021	800	586	1 37	288	55	390	531	22 50	10 91
W. Springfield,	Hampden,	3,626	961,317	1,400	1,030	1 36	289	17	680	880	21 75	11 41
Clarksburg,	Berkshire,	370	56,219	200	147	1 36	290	20	120	152	16 75	9 11
Lanesborough,	Do.	1,140	350,321	400	295	1 36	291	21	171	184	19 10	12 57
Carver,	Plymouth,	995	192,694	400	295	1 35	292	21	253	248	26 66	10 83
Truro,	Barnstable,	1,920	130,491	850	625	1 36	293	12	409	581	25 63	12 32
Lee,	Berkshire,	2,428	474,761	896	657	1 35	294	22	522	539	24 00	12 75
Williamstown,	Do.	2,153	547,740	900	668	1 35	295	23	455	484	19 07	9 95
Gt. Barrington,	Do.	2,704	625,025	1,100	826	1 33	296	24	480	645	20 41	12 99
Harwich,	Barnstable,	2,930	238,932	1,325	992	1 33	297	13	736	887	23 21	10 21
Shutesbury,	Franklin,	987	177,954	400	303	1 32	298	24	265	313	19 11	8 79
Florida,	Berkshire,	441	68,406	200	151	1 32	299	25	135	165	15 66	9 12
Tisbury,	Dukes,	1,520	330,613	600	453	1 32	300	3	178	241	13 09	13 00
Hancock,	Berkshire,	922	317,950	300	231	1 30	301	26	79	188	18 55	11 50
Lenox,	Do.	1,313	310,978	500	388	1 29	302	27	263	322	19 50	12 66
Buckland,	Franklin,	1,084	159,844	390	312	1 25	303	25	211	271	16 74	8 69
Leverett,	Franklin,	875	162,473	345	276	1 25	304	26	221	326	18 30	9 98
Mt. Washington,	Berkshire,	438	52,126	155	124	1 25	305	28	102	113	16 75	8 33
Adams,	Do.	3,703	773,929	1,468	1,175	1 25	306	29	810	755	17 21	11 34
Richmond,	Do.	1,097	231,147	250	242	1 03	307	30	137	172	22 00	12 00
Southwick,	Hampton,	1,214	297,411	00	365	46	308	18	262	309	18 35	10 15

TABLE, *showing the Population, Valuation, &c., of the different Counties, with the Aggregate of the State.*

COUNTIES.	Population.	Valuation.	Number of Public Schools.	Number of Scholars of all ages, in all the Schools.		Number of persons between 4 and 16 years of age in the Counties.	Average length of the Schools.	Number of Teachers, including Summer and Winter Terms.		MALES.	FEMALES	Rank of each County according to the			Amount contributed for board and fuel.
				In Summer.	In Winter.		Mos. Days.	Males.	Females.	Average wages paid per month, including value of Board.	Average wages paid per month, including value of Board.	Amount of money raised by taxes, for the support of Schools, including only the wages of teachers, board, and fuel.	Sum for each child between 4 and 16 years of age.	For 1844—45.	
Suffolk, - -	95,773	$110,000,000 00	154	16,256	16,316	19,338	11.27	122	401	$73 40	$18 97	$129,868 00	$6 92	1	$90 00
Essex, - -	94,987	31,110,204 00	311	18,752	18,797	26,581	8.27	258	443	30 37	11 87	67,700 37	2 54	6	121 00
Middlesex,	106,611	37,592,082 00	435	24,287	26,064	28,114	8.12	330	661	32 28	13 66	102,100 07	3 65	3	158 59
Worcester,	95,313	29,804,316 00	577	21,163	26,392	25,897	5.23	438	742	24 54	11 53	59,806 18	2 34	8	1,445 43
Hampshire,	30,897	7,298,351 00	219	6,436	6,969	8,379	6.20	143	291	20 71	10 96	18,033 52	2 21	9	4,730 46
Hampden,	37,363	10,188,423 71	221	7,428	9,261	10,281	7.25	158	315	19 77	10 60	20,014 60	2 13	10	6,193 37
Franklin, -	28,812	6,548,691 00	255	6,558	8,288	8,149	6	143	361	19 49	10 37	14,820 63	1 88	12	5,642 30
Berkshire, -	41,680	9,546,926 76	264	8,544	9,639	11,453	7. 9	197	346	19 20	10 96	17,202 88	1 57	14	9,629 03
Norfolk, -	53,140	15,522,527 00	210	11,335	12,280	14,299	9	167	302	32 87	14 37	46,935 83	3 35	4	90 00
Bristol, - -	63,165	19,493,685 84	276	10,526	13,462	17,154	6.21	211	346	28 52	13 23	41,200 63	2 43	7	3,213 60
Plymouth, -	47,373	10,694,719 00	264	9,991	11,463	12,945	7.18	189	314	26 86	12 15	32,705 31	2 60	5	2,411 39
Barnstable,	32,548	4,896,683 00	162	5,951	8,943	9,387	7. 8	138	179	28 11	12 22	15,693 00	1 76	13	2,613 45
Dukes, - -	3,958	1,107,343 00	19	519	660	1,107	4.19	17	17	30 89	15 63	2,200 00	1 99	11	- -
Nantucket,	9,012	6,074,374 00	15	1,443	1,443	1,900	12	12	56	62 50	16 66	8,275 00	4 35	2	- -
Total, - 14	737,700	$299,878,329 31	3382	149,189	169,977	194,984	7.25	2,523	4,774	32 11	13 08	576,556 02	2 99		36,338 02

The Returns for 1845 show that there are in the different counties 66 incorporated Academies, with an average attendance of 3939 scholars; and 1167 unincorporated Academies, Private Schools, and Schools kept to prolong summer Schools, with an average attendance of 28,762 scholars. In the first-named class, the aggregate amount paid for tuition is $51,264 07; and in the second, $236,768 09.

Massachusetts may well be proud of the prosperous condition of her common schools, as exhibited in these returns; but even in her system, both as to organization and administration, as well as in the classification, instruction and discipline of the individual schools, there is occasion for great and immediate improvement.

EDUCATIONAL TRACTS.

The series as originally planned was to embrace a number devoted to each of the following topics.

Condition of Education in the United States, according to the census of 1840, with an outline of the System of Common Schools in New York and Connecticut.

System of Common Schools in Massachusetts.

Education in its relations to Health, Insanity, Labor, Pauperism and Crime.

School Architecture, or plans and directions for the location, construction and internal arrangements of school-houses.

Outline of a System of Popular Education for cities and populous villages, with an account of the Public Schools of Boston, Providence, Portland, Philadelphia, Rochester, &c.

Outline of a System of Popular Education for manufacturing communities.

Hints respecting the organization and arrangement of Public Schools in agricultural and sparsely populated districts.

Hints respecting the examination of teachers and the visitation of schools.

Library of Education, or a catalogue of books and periodicals, devoted to the theory and practice of education, with an index to the principal topics treated of in such volumes as are most accessible to teachers.

Hints and methods for teaching the Alphabet.
" " " Spelling.
" " " Pronunciation.
" " " Reading.
" " " Composition.
" " " Grammar.
" " " Geography.
" " " Arithmetic.
" " " Drawing.
" " " Vocal Music.

The use of globes, and other means of visible illustration.

Lesson on Objects, Form, &c. for Primary Schools.

Topics and methods for oral instruction.

Plan of School Register, Class Books, and explanations for their use.

Slate and blackboard exercises, with particular reference to teaching small children.

Duties of teacher and pupil in respect to the school-house.

Duties of parents to the school, with plan of an association of the females of a district or town, for the improvement of public schools.

Modes in which young men and young women can become qualified to teach schools.

Teachers' Associations—with plans of organization, and topics for discussions.

Teachers' Institutes—their history, and hints for their organization and management.

Normal Schools—their history in Europe, with an account of the Normal Schools in Massachusetts and New York.

Hints respecting physical education in public schools.

Hints as to instruction in manners and morals, with special reference to the conduct of teachers and pupils, during recess and intermissions.

School Libraries—their history, with a catalogue of suitable volumes, and an index to the most important subjects treated of in them.

Lyceums, Lectures and other means of Popular Education, with plans of organization, &c.

With the number already forwarded, we hope during the month of January to supply each subscriber of the Journal with the following "Tracts."

No. 1. Condition of Education in the United States.
No. 2. Education in its relations to Health, &c.
No. 3. School System of Massachusetts.
No. 4. Plans for School-houses.
No. 5. Hints to Teachers on Instruction in Reading.
No. 6. Oral Instruction in Grammar.
No. 7. Aids to English Composition.
No. 8. Co-operation of Parents with the Teacher.

The preparation in part, and publication of these "Tracts," and of the Extra Journal, together with the preparation of a School Register, and attention to the regular duties of our office, have obliged us to postpone the printing of the Report, commenced in the first regular number of the Journal.

Died at Albany, on the 17th of December, FRANCIS DWIGHT, Esq.

At the time of his death, Mr. Dwight was a member of the Executive Committee of the State Normal School at Albany, as well as Secretary and Treasurer of the Board; Member and Secretary of the Board of Commissioners of the District Schools of Albany; and Editor of the District School Journal for the State of New York. Since 1838 he has labored with a zeal, devotion and intelligence surpassed by no other, in behalf of the various features of improvement which have been incorporated into the noble system of elementary instruction, of which the Empire State is now so justly proud. One of the first, if not the first Union School in the State, was established mainly by his efforts in the village of Geneva. The District School Journal was started originally at his own risk, as an indispensible auxiliary in the work of improving common schools. The system of county supervision, and of a single executive officer for each town, instead of the irresponsible and complicated plan of numerous commissioners and inspectors for each town; the origination and organization of the State Normal School; the local improvements in the District Schools of the City of Albany, and the various conventions of County Superintendents, found in him an early and earnest friend, co-operator and advocate. He had consecrated himself to the great work of making education,—education in its large and true sense, the birthright and birth blessing of every child, whether rich or poor, within the bounds of New York; and for this object, he was willing to labor in season and out of season, and to spend and be spent. But in the midst of his labors and his usefulness, he has been cut down; and to use the language of his associates in the superintendence of the Normal School, "in this sudden and afflictive event, we recognize the frailty of earthly anticipations, and that neither distinguished public services, nor the highest prospect of future usefulness, nor 'troops of friends,' nor high responsibilities, and far reaching benevolence, nor worth, nor talents, can avert the inevitable hour." We dare not intrude upon the sacredness of private sorrow further than to add, that it was in the courtesies of private life, in the faithful discharge of all the duties of a friend, brother, husband and father, that the excellencies of Mr. Dwight's character were best seen, and it is in these relations that his death is most severely felt.

EXTRA. [January 15, 1846.] NUMBER V.

JOURNAL

OF THE

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The JOURNAL OF THE RHODE-ISLAND INSTITUTE OF INSTRUCTION will be published on the 1st and 15th of every month, until a volume is completed by the publication of twelve numbers.

Each number will contain at least sixteen pages in octavo form: and in addition, from time to time, an EXTRA will be published, containing official circulars, notices of school meetings, and communications respecting individual schools, and improvements in education generally; and one of a series of "*Educational Tracts*," devoted to the discussion of important topics, in some one department of popular education.

The volume, including the EXTRAS and "*Educational Tracts*," will constitute at least three hundred pages, and will be furnished for fifty cents for a single copy; or for three dollars for ten copies sent in a single package, and at the same rate for any larger number sent in the same way.

The subscription must be paid on the reception of the first number.

HENRY BARNARD, Commissioner of Public Schools, Editor.

THOMAS C. HARTSHORN, Business Agent.

SOME OF THE MODES BY WHICH TEACHERS CAN IMPROVE THEIR SCHOOLS THIS WINTER.

(Continued from page 30.)

6. They can cultivate the acquaintance and secure the coöperation of the parents of the children under their care.

The earlier a right state of feeling between parents and teachers can be established,—the earlier the home and the school can be brought into their natural alliance in the promotion of a common work, the better for both; and to secure this, teachers must not wait for parents to extend those courtesies and attentions, which every parent ought in common civility to show to a stranger, who is at the same time the teacher of their children. They must take the first steps, and in most cases, must go still further towards forming a personal acquaintance. They must introduce themselves, in the street, or at their homes, to the people among whom they dwell, and for whom they are laboring. A personal interview—an interchange of views as to the studies of the school, the books to be used, the importance of punctual and regular attendance, the desirableness of parental coöperation and visits to the school, and even upon topics of a more general character, will in many cases prevent the growth of prejudice and suspicion in the minds of parents.

To go where he cannot go—to be with parents when he cannot be with them—to confirm what he may have said, by the testimony and views of others, every teacher should provide himself with copies of one or more of the various Lectures, Essays and Tracts, in which the "duties of parents to their school" are set forth, and circulate them among the families of his district.

To aid teachers in their efforts in this direction, we publish the following "*Letter from a Teacher, to the Parents of his Pupils*," prepared at our request by one of the best teachers in New England, as one of the series of *Educational Tracts*.

Respected Friends—The connection which subsists between us, as parents and teacher, induces me to address you, briefly, respecting some of our mutual duties,—upon the proper appreciation and due performance of which depend, in a great degree, the future success and welfare of your children. I feel that we are mutually engaged in a great work,—a work which demands our most serious consideration, and one which loudly calls for the exercise of our united wisdom and hearty co-operation:—this work is the training and disciplining the objects of your dearest affection, so that they may become virtuous and happy citizens, and "act well their parts" on the busy stage of life; alike an honor to themselves, to you, to me, and to the community.

As, therefore, we are engaged in a work at once so important and so interesting in its results, it seems to me extremely desirable that a good understanding subsist between us, and that we coöperate in every suitable manner and on every proper occasion. In sending your children to my school you have placed them under my care, and expect them to spend many precious hours of their youth under my immediate instruction and influence. You, doubtless expect much of me, and, if you faithfully perform your duties, you have a right to expect much. I feel, I trust, to some extent, the immense responsibility of my situation, and will endeavor to labor "with all diligence" in the discharge of my arduous duties, and I hope I shall be enabled to answer every reasonable expectation on your part. But, that I may labor more successfully, as well as more cheerfully, will you allow me, in a plain, familiar manner, to call your attention to a few particulars in which your cordial coöperation is most earnestly and affectionately solicited? I will promise, on my part, not to ask for any thing which shall not tend to the greatest advancement of your children, and to the promotion of their welfare.

I. I RESPECTFULLY INVITE YOU TO CONSIDER THE GREAT IMPORTANCE OF SENDING YOUR CHILDREN TO SCHOOL CONSTANTLY AND SEASONABLY.

I have reason to believe that some parents have not given merited attention to these points. Do you not think that children are often kept from school, or sent late, without any sufficient reason? Perhaps you have never duly considered the evils incident to inconstant or unseasonable attendance, and, if so, allow me to call your attention to one or two of them, and others will readily suggest themselves to your mind. Let us, then, notice the tendency, or some of the consequences of frequent absences.

1. *If children are often allowed to be absent, for no good reason, they are, virtually, taught to look upon their school and its duties as of quite secondary importance.* If the doing of some trifling errand, the making or receiving visits, or the participating in some pleasure excursion, is allowed to interfere with school obligations, your children will, most assuredly, consider the engrossing object, or objects, as of paramount value. Of course their interest will be diminished, and their progress retarded, in a degree proportionate to the extent and frequency of the infringement upon the claims of the school. If you wished for a lad to assist you on your farm, in your shop or counting-room, you would insist upon having his undivided time and attention. This would be requisite for *his* good as well as for *yours*. If you should have, in your employ, an apprentice who should frequently absent himself, and allow unimportant engagements or amusements to absorb time and attention which should be devoted to gaining a knowledge of his trade, you would at once conclude that he would never become a proficient in it. And will it not be the same in school affairs? Are not your children apprentices in the school of knowledge, which is designed to prepare them for the school of life? And have you ever considered that only the prompt and faithful discharge of the duties of apprenticeship can qualify them for workmen "that need not be ashamed of their work," when they shall have served out their time and taken their stand with the free actors on the stage of life? If you have not, let me beseech you, as you prize the good of your children, and wish their greatest advancement, to pause and reflect.

2. *If children are often absent they will fall behind their classmates in their studies, and consequently, lose much of their interest in them, and, perhaps, acquire an actual dislike for school and all its exercises.* Of necessity most of the instruction in large schools must

your and their friend, and to regard all his regulations as designed for their good. If in any of my arrangements, or in the execution of my plans, you shall think I have erred, or that your children have suffered, or been neglected, you will confer a favor by making known to me, freely, your feelings or apprehensions. Come in the spirit of kindness, and I will promise to receive you kindly, and answer every reasonable inquiry. I may sometimes err; it will be strange if I do not. Perhaps you feel that you sometimes misjudge, or act unwisely in the management of your own children. Will you consider that I am called upon to control and instruct the collected families of the neighborhood? I have, under my care, a multitude, whose home influences and discipline are widely different. The children from no two families are alike. Yet they must be united and governed as one large family. Some are mild, kind and affectionate; ever anxious to know and ready to obey every wish of their teacher; while others are rough, uncourteous and obstinate; apparently most pleased when they are doing wrong, interrupting the school, and annoying their instructor. These opposite characters and elements actually exist in most schools, and it would be wonderful, indeed, if teachers could decide and act upon every occasion and in every emergency, in such manner as to meet universal approval. I feel that I may sometimes do wrong. Let us remember that "to err is human,—to forgive divine." But so long as you have sufficient confidence in the school and its operations, to induce you to send your children, let me beseech you to teach them to regard every rule and requisition with conscientious strictness. In this way you may do much for me and much for them. If you hear reports from your children, (and this should be done with much caution,) or otherwise, reflecting upon the management of the school or treatment of individual members, do not, too readily confide in all you hear. If however, you really think there is good ground for such reports, call upon me and ascertain all the particulars, remembering the somewhat trite sayings that "there are two sides to a question," and that "circumstances alter cases." If you pursue this course in the spirit of love and kindness, you will in most cases find that great exaggerations and perversions have been made;—sometimes, perhaps, intentionally, but more frequently from the misunderstanding or misconception peculiar to childhood.

III. ENCOURAGE YOUR CHILDREN TO BE ORDERLY, AND STUDIOUSLY TO REGARD RIGHT.

Youth are, frequently, tempted by the example of vicious associates, to violate the rules of good behavior and spend their time in—

that whatever is worth doing at all, should be done well, and at the proper time. Teach them that *punctuality* in the discharge of every duty is of the highest importance,—and if you train them to observe it punctiliously in relation to their school, they will be likely to do, the same in every duty of subsequent life. In this way they will form a habit of inestimable value.

But I have considered the evils of unseasonable attendance only in relation to its effect upon him who trespasses. I will briefly allude to another objection to that habit, which is,

2. *That children who enter the school room at a late hour, interrupt the order of the school, and interfere with some passing exercises, in which, perhaps, they should have a part.* Thus a whole school is often made to suffer from the deviation of a few. In some schools much time is actually lost on each half of the day by the dilatoriness of individual members. You have, doubtless, noticed the effect upon a congregation at church, caused by the late entrance of persons, and I will leave this point by merely suggesting the analogy between the two to your own mind,—being convinced that due reflection will induce you to regard the whole matter in its true light, and act accordingly.

Before closing this subject, I will call your attention to one more evil, similar, in its effects, to that we have just considered. I allude to the habit of leaving school before the regular hour of dismission. Children very frequently bring notes from their parents requesting their dismission at an early hour, and if all such requests, in some schools, should be complied with, the exercises of the last hour would be constantly interrupted by those who should thus leave.

I wish, now, to suggest a few other particulars in which I earnestly and respectfully solicit your hearty coöperation. When you send your children to school it is your wish, doubtless, that they make as much improvement as possible. That they may do so they need all the encouragement and assistance which our united efforts and wisdom can render. If either of us is negligent or indifferent, the children must suffer for it. I will therefore proceed to designate a few of the points in which you can do your children good, and greatly aid me in the discharge of my school duties.

II. ENCOURAGE YOUR CHILDREN TO RESPECT AND OBEY THE RULES AND REQUIREMENTS OF THEIR TEACHER.

This is highly necessary for their proper advancement and happiness while at school. Induce them to look upon their instructor as

crease their interest and cause them to regard with pleasure, exercises that would otherwise appear dull and unimportant.

V. IMPROVE EVERY CONVENIENT OCCASION IN VISITING THE SCHOOL.

In this way you can do much to stimulate and cheer your children and their teacher. I do not ask you to come that you may assist in conducting the exercises of the school,—but come to see and to hear, and thus give some real evidence that you feel an interest in the subject of education. Children often attend school month after month, and see no parent within the room. The teacher urges upon their consideration the great value of knowledge day after day, and repeats his earnest desire for their improvement, but often his words and interest are almost neutralized by the indifference and inattention of their dearest friends. They begin to think that education is of little consequence, and that it matters not whether they are industrious or idle. As they never see their parents within the school room, they begin to think that their teacher is the only individual interested in their progress, and that he is so because it is in the "way of his business." Hence a teacher's injunctions and example often fall powerless for the want of the quickening influences of a parent's interest and a parent's endorsement.

If, therefore, you have never been in the habit of visiting your children's school, let me affectionately invite you to begin. It will increase your own interest and re-double theirs. Whenever you may have a leisure hour, will you not come and spend it with your children, and listen to their recitations? Depend upon it, if you will adopt this habit, their zeal and studiousness will be greatly increased, and they will cheerfully apply themselves to their daily exercises, when they feel that their father or their mother may be present when they are called upon to recite,—for what child will not be ambitious to do well at such a time? But I must leave this subject with you, hoping that you will carefully consider its importance.

Before I close, allow me to repeat the points I have placed before you,—the observance of which will be most beneficial to your children, and, through them, to the community.

1. Send your children constantly and seasonably.
2. Encourage them to respect and obey the rules and requirements of their school.
3. Encourage them to be orderly, &c.
4. Encourage them to be studious.

5. Visit them at school.

These duties, and others growing out of them, perform faithfully, and you will find a most abundant reward in the increased interest of your children, and their growth in knowledge and virtue.

With affectionate regard,

Your friend, and your children's

TEACHER.

[The above letter will be published as one of the series of "*Educational Tracts*," and can be procured by teachers for distribution among the parents of their pupils, at the bookstore of D. P. Daniels, Providence, at the rate of one dollar per hundred,—about the cost of press-work and paper. We would also refer them to a Lecture by Jacob Abbott, before the American Institute of Instruction, in 1835, "On the Duties of Parents in regard to the schools where their children are instructed;" to another, before the same association in 1840, by D. P. Page, now Principal of the State Normal School at Albany, "*On the Mutual Duties of Parents and Teachers*;" and to the Prize Essay, "On the Duties of Parents in relation to their schools," written for the Essex County Teachers' Association, by Edwin Jocelyn, and published by Ives and Pease, Salem. We shall publish extracts from this Essay in our next Extra. The Lectures by Mr. Abbott and Mr. Page, can be found in the annual publication of the Institute. The greater part of Mr. Page's Lecture is re-printed in the second volume of the Connecticut Common School Journal, which can be found in any of the "Libraries of Education."]

EDUCATED MEN AND THE EDUCATION OF THE PEOPLE.

We had thought of preparing an article on some of the ways in which professional, and other liberally educated men in Rhode-Island, can promote the improvement of society around them, when we found the work done to our hands by Dr. Bacon, of New-Haven, in his Oration before the Phi Beta Kappa Society of Dartmouth College, in which he discusses "*the duties of liberally educated men in our age and in our country.*" By a liberally educated man, as here spoken of, is meant one whose faculties have been disciplined, and whose mind has been expanded and quickened, not only by that kind of knowledge which is, or at least should be common to the citizens of an enlightened country, and by that which is essential to his own particular occupation in the world; but also by an enlargedcircuit of free study in the various departments of learning and science. A man may be liberally educated, and yet not have seen the inside of a College edifice, or enjoyed the helps and excitements of a public Institution.

Let us now contemplate the educated man *as a member of a local community.* He is a neighbor among his neighbors—a citizen among

the inhabitants of the city, town, or village, in which he has his home. In this relation, his usefulness depends altogether upon his falling gracefully into his natural position and station. If he considers himself as belonging of right to a superior and ruling order in society, and puts on airs accordingly—if he expects that his opinions will be received any further than they are commended effectually to the good sense, the judgment, and the taste of his neighbors,—his usefulness will be of small account. If he feels that educated men are to constitute a secluded class in society, and are to have their associations, sympathies and enjoyments exclusively or chiefly among themselves, he will soon be sadly lonesome: and no man who cuts himself off from sympathy with his neighbors, or who cannot associate with them on terms of neighborly equality, can hope to do them much good. But if on the other hand he becomes a neighbor among his neighbors—a citizen among his fellow citizens—interesting himself in all their interests, then he becomes, in proportion to his talents and attainments, a radiant point of salutary influences in that community. He will not indeed lead them and command them by mere authority, but his influence upon them will be quiet, unobtrusive, and therefore unresisted—steady, persevering, various, and therefore powerful. He will not accomplish—nor if he has good sense, will he attempt—any great and sudden revolution; but after awhile, changes will begin to be developed. The schools will be found to have improved, and it will be seen that the children are becoming a more intelligent generation than their fathers. Presently the village library begins to be more numerously supplied with more valuable books, and the value of it begins to be more appreciated. There is more reading in the families of that village, and the books read furnish themes of conversation and inquiry. An increasing number of families have ascertained that not only a weekly newspaper, but some monthly or quarterly periodical is among the necessaries of life. A lyceum, or some such arrangement for the promotion of intelligence by mutual incitement and mutual instruction, makes its appearance. All this, and more of the same kind, comes on so slowly that few observe the successive steps of silent progress; and none perhaps are distinctly aware to whose influence the changes are owing. But all this indicates the presence of cultivated mind gently and steadily acting on other minds, and by the easy excitement of a natural sympathy awakening and leading the spirit of improvement. At the same time, other changes are taking place under the same influence. The dwelling of an educated man is not distinguished from the dwellings of his neighbors by any signs of pretension. The interior is not made enviable by any remarkable splendor or costliness of furniture. But without and within, there is something which indicates the presence of taste and refinement. There is a simple neatness which, as it does not strike the observation very forcibly, charms the more because it charms insensibly. 'How pleasant this is,' says every one who passes by, 'how clean, how comfortable.' And so the visiter admitted to the interior, says to himself, 'How pleasant, how clean, how comfortable.' It is not long before a taste for the same kind of comfort begins to show itself in some of the neighbors. Had a retired speculator from New York set down among them to play the nabob, they would have envied him first, then laughed at him, and then perhaps would have ruined themselves in attempting to imitate his extravagant fashions. But a neat railing to enclose the clean door-yard, the removal of the pig trough from its primitive position near the front door—to some other part of the establishment, a little shrubbery, neatly trimmed, a simple trellis to support some clambering flowering vine—such improvements are not expensive. The comfort, too, of perfect tidiness within is the cheapest of all comforts. And when

this taste begins to spread, it grows as it spreads; it reacts to promote the refinement from which it springs, and in process of time, the village, the whole township, begins to be spoken of for its neat and simple beauty, and the air of unpretending refinement which is thrown over it. Simultaneously with all this, there has been, in that community, a development of public spirit. The school houses are well seen to,—the place of worship is made commodious and attractive,—the highways are kept smooth and clean,—the village green, instead of being a naked spot, parched by the sun, and intersected by cart-paths, is enclosed and planted,—the sleeping-place of the dead is guarded from the growth of thorns and weeds, and made tranquil with the shade of trees. The people value with a livelier sensibility their common reputation and their common interests. They are increasingly ready to adopt every social improvement. Demoralizing customs are more readily renounced. The dram-selling tavern, where idlers and smokers corrupted each other, is understood to be a nuisance, is frowned upon, decays, and disappears. All this is not because an educated man is lord of the manor; it is not because his dictation is the law; it is not because he occupies the most important offices of trust or honor, but it is in no small measure because of his natural, unassuming, steady influence as a neighbor and a citizen.

NORMAL SCHOOL AT KRUITZLINGEN.

The following notice of the normal school of the canton of Thurgovia, in Switzerland, is taken from a "*Report of Dr. Kay and Mr. Tufnell, on the Training School at Battersea, England*," in which they give an account of their visits to the best normal schools on the continent in 1841. Vehrli, so honorably spoken of below, was a pupil of Pestalozzi, and for many years conducted "the poor school," as it was called, of Dr. Fellenberg at Hofwyl. In referring to European normal schools, we do not hold them as models for the organization of similar institutions in this country. To be successful here, they must be organized and conducted in harmony with our system of education, and our civil and social institutions.

The normal school at Kruitzlingen is in the summer palace of the former abbot of the convent of that name, on the shore of the Lake of Constance, about one mile from the gate of the city. The pupils are sent thither from the several communes of the canton, to be trained three years by Vehrli, before they take charge of the communal schools. Their expenses are borne in part by the commune, and partly by the council of the canton. We found 90 young men, apparently from 18 to 24 or 26 years of age, in the school. Vehrli welcomed us with frankness and simplicity, which at once won our confidence. We joined him at his frugal meal. He pointed to the viands, which were coarse, and said,—"I am a peasant's son. I wish to be no other than I am, the teacher of the sons of the peasantry. You are welcome to my meal: it is coarse and homely, but it is offered cordially."

We sat down with him. "These potatoes," he said, "are our own. We won them from the earth, and therefore we need no dainties, for our appetite is gained by labor, and the fruit of our toil is always savoury." This introduced the subject of industry. He told us all the pupils of the

normal school labored daily some hours in a garden of several acres attached to the house. and that they performed all the domestic duty of the household. When we walked out with Vehrli, we found them in the garden digging, and carrying on other garden operations, with great assiduity. Others were sawing wood into logs, and chopping it into billets in the court-yard. Some brought in sacks of potatoes on their backs, or baskets of recently gathered vegetables. Others labored in the domestic duties of the household.

After a while the bell rang, and immediately their out-door labors terminated, and they returned in an orderly manner, with all their implements, to the court-yard, where having deposited them, thrown off their frocks, and washed, they reassembled in their respective class-rooms.

We soon followed them. Here we listened to lessons in mathematics, proving that they were well grounded in the elementary parts of that science. We saw them drawing from models with considerable skill and precision, and heard them instructed in the laws of perspective. We listened to a lecture on the code of the canton, and to instruction in the geography of Europe. We were informed that their instruction extended to the language of the canton, its construction and grammar, and especially to the history of Switzerland; arithmetic; mensuration; such a knowledge of natural philosophy and mechanics as might enable them to explain the chief phenomena of nature and the mechanical forces; some acquaintance with astronomy. They had continual lessons in pedagogy, or the theory of the art of teaching, which they practised in the neighbouring village school. We were assured that their instruction in the Holy Scriptures, and other religious knowledge, was a constant subject of solicitude.

The following extract from Vehrli's address at the first examination of the pupils, in 1837, will best explain the spirit that governs the seminary, and the attention paid there to what we believe has been too often neglected in this country—the education of the heart and feelings, as distinct from the cultivation of the intellect. It may appear strange to English habits to assign so prominent a place in an educational institution to the following points, but the indication here given of the superior care bestowed in the formation of the character, to what is given to the acquisition of knowledge, forms in our view the chief charm and merit in this and several other Swiss seminaries, and is what we have labored to impress on the institution we have founded. To those who can enter into its spirit, the following extract will not appear tinctured with too sanguine views:—

"The course of life in this seminary is threefold.

"1st.—Life in the home circle, or family life.

"2nd.—Life in the school-room.

"3rd.—Life beyond the walls in the cultivation of the soil.

"I place the family life first, for here the truest education is imparted; here the future teacher can best receive that cultivation of the character and feelings which will fit him to direct those, who are entrusted to his care, in the ways of piety and truth.

"A well-arranged family circle is the place where each member, by participating in the other's joys and sorrows, pleasures and misfortunes, by teaching, advice, consolation, and example, is inspired with sentiments of single-mindedness, of charity, of mutual confidence of noble thoughts, [illegible] and of virtue.

[illegible] can a true religious sense take the firmest and the [illegible]: is that the principles of Christian feeling can best [illegible] ortunity is continually given for the exercise of affection [illegible] the first virtues that should distinguish a teacher's

mind. Here it is that kindness and earnestness can most surely form the young members to be good and intelligent men, and that each is most willing to learn and receive an impress from his fellow. He who is brought up in such a circle, who thus recognises all his fellow men as brothers, serves them with willingness whenever he can, treats all his race as one family, loves them, and God their father above all, how richly does such a one scatter blessings around! What earnestness does he show in all his doings and conduct, what devotion especially does he display in the business of a teacher! How differently from him does that master enter and leave his school, whose feelings are dead to a sense of piety, and whose heart never beats in unison with the joys of family life.

"Where is such a teacher as I have described most pleasantly occupied? In his school amongst his children, with them in the house of God or in the family circle, and wherever he can be giving or receiving instruction. A great man has expressed, perhaps too strongly, 'I never wish to see a teacher who cannot sing.' With more reason I would maintain, that a teacher to whom a sense of the pleasure of a well-arranged family is wanting, and who fails to recognize in it a well-grounded religious influence, should never enter a school room."

As we returned from the garden with the pupils on the evening of the first day, we stood for a few minutes with Vehrli in the court-yard by the shore of the lake. The pupils had ascended into the class-rooms, and the evening being tranquil and warm, the windows were thrown up, and we shortly afterwards heard them sing in excellent harmony. As soon as this song had ceased we sent a message to request another, with which we had become familiar in our visits to the Swiss schools; and thus, in succession, we called for song after song of Nageli, imagining that we were only directing them at their usual hour of instruction in vocal music. There was a great charm in this simple but excellent harmony. When we had listened nearly an hour, Vehrli invited us to ascend into the room where the pupils were assembled. We followed him, and on entering the apartment great was our surprise to discover the whole school, during the period we had listened, had been cheering with songs their evening employment of peeling potatoes, and cutting the stalks from the green vegetables and beans which they had gathered in the garden. As we stood there they renewed their choruses till prayers were announced. Supper had been previously taken. After prayers, Vehrli, walking about the apartment, conversed with them familiarly on the occurrences of the day, mingling with his conversation such friendly admonition as sprang from the incidents, and then lifting his hands he recommended them to the protection of heaven, and dismissed them to rest.

We spent two days with great interest in this establishment. Vehrli had ever on his lips:—"We are peasants' sons. We would not be ignorant of our duties, but God forbid that knowledge should make us despise the simplicity of our lives. The earth is our mother, and we gather our food from her breast, but while we peasants labor for our daily food, we may learn many lessons from our mother earth. There is no knowledge in books like an immediate converse with nature, and those that dig the soil have nearest communion with her. Believe me, or believe me not, this is the thought that can make a peasant's life sweet, and his toil a luxury. I know it, for see my hands are horny with toil. The lot of men is very equal, and wisdom consists in the discovery of the truth that what is *without* is not the source of sorrow, but that which is within. A peasant may be happier than a prince if his conscience be pure before God, and he learn not only contentment, but joy, in the life of labor which is to prepare him for the life of heaven."

This was the theme always on Vehrli's lips. Expressed with more or less perspicuity, his main thought seemed to be that poverty, rightly understood was no misfortune. He regarded it as a sphere of human exertion and human trial, preparatory to the change of existence, but offering its own sources of enjoyment as abundantly as any other. "We are all equal," he said, "before God; why should the son of a peasant envy a prince, or the lily an oak, are they not both God's creatures?"

RULES FOR THE GOOD BEHAVIOR OF PUPILS.

The following "requisitions" and "prohibitions" have become part of the "common law" of the Chauncey Hall School, Boston, under the charge of G. F. Thayer, its distinguished Principal. The remarks which follow are from his lecture on Courtesy, delivered before the American Institute of Instruction in 1840.

Among the regulations of a school of long standing, in one of our large cities, are the following requisitions.

"Boys are required to scrape their feet on the scraper, and to wipe them on every mat they pass over, on their way to the school room; to hang their caps, hats, over coats, &c. on the hooks appropriated to them, respectively, by loops prepared for the purpose; to bow gracefully and respectfully, on entering and leaving the school room, if the teacher be present; to take their places immediately on entering; to make no unnecessary noise within the walls of the building, at any hour whatever; to keep their persons, clothes, and shoes, clean; to carry and bring their books in a satchel; to quit the neighborhood of the school, in a quiet and orderly manner, immediately on being dismissed; to present a pen by the feather end, a knife by its haft, a book by the right side upward to be read by the person receiving it; to bow, on presenting or receiving any thing; to *stand*, while speaking to a teacher; to keep all books clean, and the contents of desks neatly arranged; to deposite in their places all slates, pencils, &c. before leaving school; to pick up all hats, caps, coats, books, &c. found on the floor, and put them in their appropriate places; to be accountable for the condition of the floor nearest their own desks or seats; to be particularly quiet and diligent, whenever the teacher is called out of the room; and to promote, as far as possible, the happiness, welfare, and improvement of others."

Under the head of 'Prohibitions,' are the following items.

"No boy to throw pens, paper, or any thing whatever, on the floor, or out of the door or window; to spit on the floor; to mark, cut, scratch, chalk, or otherwise disfigure, injure, or defile, any portion of the school house, or any thing connected with it; to meddle with the contents of another's desk, or unnecessarily to open and shut his own; to use a knife in school without permission; to quit the school room at any time without leave; to pass noisily or upon the run through the school room or entry; to play at *paw-paw any where*, or at any game in the school house; to retain marbles won in play; to whittle about the school house; to use any profane or indelicate language; to nick name any person; to indulge in eating or drinking in school; to waste school hours by unnecessary talking, laughing, playing, idling, standing up, gazing around, teasing, or otherwise calling off the attention of others; to throw stones, snow balls, and other missiles, about the streets; to strike, push, kick, or otherwise annoy his associates or others;—in fine, to do any thing that the *law of love* forbids; that law which requires us to do to others as we should *think it right* that they should do to us."

DUTIES OF PUPILS TO THE SCHOOL HOUSE AND FURNITURE.

Scraping the feet at the door, and wiping them on the mats. This should be insisted on as one of the most obvious items in the code of cleanliness. It is not only indispensable to the decent *appearance* of a school room, but, if neglected, a large quantity of soil is carried in on the feet, which, in the course of

the day, is ground to powder, and a liberal portion inhaled at the nostrils, and otherwise deposited in the system, to its serious detriment. Besides, if the habit of neglecting this at school is indulged, it is practised elsewhere; and the child, entering whatever place he may, shop, store, kitchen, or drawing-room, carries along with him his usual complement of mud and dirt; and the unscraped and unwiped feet are welcome nowhere, among persons a single grade above the quadruped race.

In the school above alluded to, the rule has grown into so general observance, that the discovery of mud on the stairs or entry leads immediately to the inquiry, whether any *stranger* has been in. For, though few carry the habit with them, all are so trained by *daily drilling*, that it soon becomes as difficult to *neglect* it, as it was at first to regard it.

Hanging up on the hooks, caps, outer garments, &c., by loops. It is not every school that is provided with hooks or pegs for children's caps, garments, &c. All, however, *should* be so provided, with as much certainty as seats are furnished to sit upon. It not only encourages the parents to send the children in comfortable trim, but induces the children to take better care of their things, especially if a particular hook or peg be assigned to each individual pupil. It is one step in the system of *order*, so essential to the well-being of those destined to live among fellow-men. If dependent on the attention of mothers at home, I am aware that many children would often be destitute of the loops spoken of; but the children themselves could supply these, under the teacher's supervision; for I understand the use of the needle is taught, in many schools, to the younger pupils of both sexes, and has been found a very satisfactory mode of filling up time, which, among the junior classes, would otherwise be devoted to idleness.

Keeping clean the person, clothes and shoes. This, I am aware, must cost the teacher a great deal of labor to enforce; for if sent from home in a clean condition, the chances are more than two to one, that, on reaching school, a new ablution will be necessary. And in how many families this business of ablution is rarely attended to at all, with any fidelity; and as to clean clothes and shoes, if insisted on, the answer might be in some such *pleasant* and laconic language as this: "He ought to be thankful that he can get *any* clothes, without all this fuss, as if he were dressing for a wedding or a coronation!" Still, the rule is a *good* one, and should be enforced as far as practicable. *Water* can at least be had; and if a child seems a stranger to its application, one or two of the elder scholars should be sent out, as is the practice in some European schools, to introduce it to him, and aid him in using it. And if you can arouse him to feel some pride in keeping his dress and person clean, and his shoes well polished, or at least, in keeping them *free of mud*, you teach him a lesson of self-respect, that may prove his temporal salvation, and bring him to be, when out of school, instead of the squalid vagrant, a companion of pilferers and refugees from justice, the incipient worthy member of society, and perhaps a benefactor of his race. It is amazing to reflect how very slight a circumstance in the life of a human being, in the early stages, sometimes casts him on that tide, which leads him to glory or infamy!

The next forbids *spitting on the floor*. This topic I would willingly avoid, but fidelity to my charge forbids it. The *practice*, disgusting as it is, is too prevalent in many of the families that furnish pupils for your schools, to be overlooked, or winked out of sight; and if the children could carry home new notions in regard to it, I am sure you would have furnished a good lesson to their parents.

Marking, cutting, scratching, chalking, on the school house, fence, walls, &c. are forbidden, as connected with much that is low, corrupting, and injurious to the property and rights of others. They are the beginnings of that course of debasing follies and vices, for which the idle, the ignorant, and profane, are most remarkable; the first step in that course of degradation and impurity by which the community is disgraced, and the streams of social intercourse polluted. You mark the track of its subjects as you would the trail of a savage, marauding party, by its foul deeds and revolting exploits; as you would the path of the boa constrictor, in its *filthy slime*, which tells us that man's deadly enemy is abroad. And *we* are called on, by every consideration of duty to ourselves, to our offspring, and to our race, to *arm* against this tremendous evil, this spiritual bohon upas, which threatens so wide spread a moral death.

We cannot escape the evidences of this, which assail us on every hand sometimes on the very walls of our school houses and churches; but especially in places removed from *public* view, where the most shocking obscenity of language is displayed, to poison the youthful mind, illustrated by emblems, which, in the words of one who deeply mourns with us over the existence of this monstrous evil, this desolating curse, "*would make a heathen blush!*" These frightful assaults on decency demand reform. The deep, low murmur of insulted humanity will, I doubt not, unless this evil be checked, ascend to the tribunal of Eternal Purity, and invoke the malediction of our Judge, which may yet be displayed in the blasting of our fair land, like another Sodom!

NOTICES.

THE FOSTER AND SCITUATE ASSOCIATION will hold an adjourned meeting at the academy in West Scituate, on Friday evening, January 23d, and continue in session through the following day and evening; and at the school-house in *Hemlock* village, in Foster, on Saturday, February 14th, commencing at 10 o'clock, A. M. A meeting will be held on the evening previous, (February 13th,) at Clayville, in Scituate, in reference to building a school-house.

THE RHODE ISLAND INSTITUTE OF INSTRUCTION will meet at Pawtucket, on Friday evening, January 30th, and continue in session through the following day and evening.

THE SMITHFIELD AND CUMBERLAND INSTITUTE will meet at Lonsdale, on Friday evening, February 6th, and continue in session through the following day.

A meeting of the School Committee, Teachers and Parents, of *Johnston*, will be held at the Town house, on Saturday afternoon, February 7th, commencing at 2 o'clock. The Commissioner of Public Schools will submit a plan for re-organizing the public schools of the town.

RECEIPTS FOR THE JOURNAL.

E. R. Potter, Kingston,	$3 00	B. H. Horton, Wash'ton Village,	10 50
I. P. Hazard, Peacedale.	3 00	R. B. Eldridge, Jr. Fiskeville,	3 00
T. R. Hazard, Newport,	3 00	W. H. Wells, Andover, Mass.	1 00
Miss L. B. Arnold, Valley Falls,	4 80	Wm P. Bullock, Providence,	50
C. T. Keith, Providence,	3 00	Zuriel Potter, Olneyville,	4 20
J. Kingsbury, "	50	E. W. Brownell, Little Compton,	3 90
F. Wayland, "	1 00	C. Burnet, Providence,	50
Wm. S. Harris, West Greenwich,	4 80	H. P. Beckwith, Providence,	50
Charles Almy, Tiverton,	9 00	A. F. Angell, North Providence,	3 00
I. S. Tourtellot, Gloucester,	3 60	Peter Place, Mount Vernon,	4 20
Wm. R. Staples, Providence,	50	John Stokes, Olneyville,	3 00
Miss R. S. Capron, Pawtucket,	4 50	J. T. Sisson, Pawtucket,	9 30
S. Patterson, South Scituate,	1 80	Miss Barrows, "	3 00
S. S. Ashley, Providence,	3 00	C. B. Smith, "	3 00
Jenckes Mowry, Warwick,	3 00		

Providence, Jan. 4, 1846.

THOMAS C. HARTSHORN.

EXTRA. [February 1, 1846.] NUMBER VI.

JOURNAL

OF THE

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The JOURNAL OF THE RHODE-ISLAND INSTITUTE OF INSTRUCTION will be published on the 1st and 15th of every month, until a volume is completed by the publication of twelve numbers.

Each number will contain at least sixteen pages in octavo form: and in addition, from time to time, an EXTRA will be published, containing official circulars, notices of school meetings, and communications respecting individual schools, and improvements in education generally; and one of a series of "*Educational Tracts*," devoted to the discussion of important topics, in some one department of popular education.

The volume, including the EXTRAS and "*Educational Tracts*," will constitute at least three hundred pages, and will be furnished for fifty cents for a single copy; or for three dollars for ten copies sent in a single package; and at the same rate for any larger number sent in the same way.

The subscription must be paid on the reception of the first number.

HENRY BARNARD, Commissioner of Public Schools, Editor.

THOMAS C. HARTSHORN, Business Agent.

ANNUAL MEETING OF THE RHODE ISLAND INSTITUTE OF INSTRUCTION.

The Annual Meeting of the Rhode-Island Institute of Instruction was held in the State House on Thursday evening, January 15th, agreeably to previous notice. The President, Mr. Kingsbury, opened the meeting with the following remarks:

"A year has passed since the formation of the Rhode-Island Institute of Instruction. It was organized for the purpose of being a central medium, through which the friends of popular education, could, more conveniently, put forth their efforts in that cause. It was thought that such a society, if judiciously managed, would give strength and efficiency to efforts, which, if performed individually in equal amount, would produce little effect. We have reason to believe, that to a considerable extent, this object has been attained. Through this association, and County Societies of a similar nature, a vast amount of voluntary labor, in this cause, has been performed; and, apparently, a very deep public interest has been created. By these means, united with legislative action, a train of measures has been put in motion, which already indicate a great improvement in the public mind—a train, which, if not prematurely interrupted, will ultimately, and at no distant period, raise the public schools of this state, to the highest rank among the means of popular education. It is not too much to say, that probably no state in the union has made greater progress in the same space of time.

I would not be understood to say, that nothing, which has been done, could not *now* be better done. Surely, that would be an enviable position, from which, in looking back on the past, we could see

nothing to improve. Nor would I be understood to say, that our school law, adopted after great deliberation, cannot be improved. It may need to be modified. Let not that be done, however, till practical trial shall demonstrate precisely what those modifications need to be. But I *do* say, that I believe the improvement of our schools is a subject so near the heart of the people, no man, or set of men, will be long sustained in undisguised efforts to throw these schools into that state, in which they have been in past years. I venture to predict, that if the friends of education, as they have hitherto done, shun all partisan and sectarian alliances, those who choose to throw themselves as impediments in the way of this cause, will wage a war which will recoil upon their own heads. Let us, then, go forward with steady courage, and cheerful hearts. Let us manifest activity, decision and energy; but let them all be guided by that wisdom, which selects the best means, for the attainment of given ends.

In closing these brief remarks, it would be unjust not to add, that whatever may have been done either by individuals or societies, there is one man, who has been the life and soul of every movement; and it must be gratifying to our legislators to reflect, that this man is the one whom they have selected for this express purpose."

Professor Gammell submitted the

FIRST ANNUAL REPORT OF THE EXECUTIVE COMMITTEE.

The Rhode-Island Institute of Instruction had its origin in the public interest, which, one year ago had begun to appear among the people of this State, in the cause of Common School Education. Its single object, in the language of its constitution, is 'the improvement of public schools, and the other means of popular education in this State.' It was designed to be an organization, which should embrace the friends of common school instruction in every town, and unite them in some systematic measures for diffusing information, and in all other appropriate methods, for advancing a cause most intimately connected with the best interests of the entire people of Rhode-Island. It owes its origin in no small degree to the results which had already been accomplished by a similar Association in the County of Washington, and to the untiring efforts and comprehensive views of the Commissioner of Schools, appointed by the authority of the General Assembly.

In discharging the duties assigned them by the constitution, the Executive Committee have aimed to keep steadily in view, the truly liberal and noble objects for which this Association was formed; and in all the measures which they have adopted, they have relied upon the advice of the State Commissioner, and sought to carry out the views by which he was already directing his official labors. Indeed the measures which the Committee have thus far adopted, have been designed simply to cooperate with this officer in his attempts to unite all hearts and all hands in the patriotic work of raising the standard of popular education in Rhode-Island.

I. Of these measures, the first and most important has been the holding of meetings of this Institute, and of the friends of education in

the different districts of the State. No means have been found more effective than this, for calling the attention of the people to the importance and extent of the subject, and for diffusing information respecting it. These meetings have been held in this city, in Newport, Bristol, Warren, Woonsocket, East Greenwich, Valley Falls, Chepatchet, Olneyville, Scituate, Fruit Hill, Pawtuxet, Foster and Kingston—in all in fifteen different towns. They have usually had two sessions, and in some instances they have been continued with unabated interest through two successive days. All but two of these meetings have been attended by the President of this Institute, and most of them by the State Commissioner, and by some of the members of this Executive Committee. In these several towns, not only have the meetings been well attended and aided by the teachers and resident citizens, but in many cases the officers and members of the Institute have been received with a respect, and entertained with a hospitality, which the Committee take great pleasure in acknowledging, both on their own personal account, and because they regard it as a cheering indication of the interest which is felt in the cause of education.

At the meetings which have thus been held, it has been the aim of the Committee to elicit from teachers and citizens who might be present, information respecting the local schools, and also to present views and facts pertaining to the most important elementary interests of education, and to the modes of managing common schools. Of the subjects which have been thus discussed, the following may serve as examples, viz:

"How parents can cooperate with teachers."

"The value of a sound public sentiment on the subject of education."

"That the whole community, and not a part, should be educated."

"Methods of disciplining and managing schools."

"The necessity of a gradation of schools."

"Methods of securing good teachers."

"Public schools the only available method of educating the entire community."

"Importance of educating the young morally as well as intellectually."

"Methods of teaching reading."

"Methods of teaching spelling."

"Music as a branch of education in schools."

"That a State, in order to make the most of its resources, must know how to use them."

"That a State will increase in wealth in proportion to the intelligence of its population."

Upon all these subjects, which form but a small part of those presented for discussion at the meetings of the Institute, it has been the aim of the Committee to elicit the views of experienced teachers, and also of citizens of every profession and every occupation, in order that the best results might be obtained, and the opinions and sympathies of all classes of the community might be united, in what we have desired to render an engrossing subject of attention through
State.

II. Another means which the Executive Committee have adopted in the accomplishment of the objects they have had in view, has been the establishment of a semi-monthly publication, known as the Journal of the Rhode-Island Institute of Instruction. This journal has been placed under the charge of Henry Barnard, Esq., the State Commissioner of Public Schools, with the assistance of T. C. Hartshorn, Esq., the Treasurer of the Institute, as business agent. Mr. Barnard has consented to assume this new labor, in addition to the duties of his office, and has already issued, including the *extras*, five numbers, which have been circulated among the subscribers through the State. In connection with these numbers of the Journal, and under the same auspices, a series of "Educational Tracts" has been commenced. Five of these "Tracts" have been already published and circulated. The subjects to which they relate are,—1. "The Condition of Education in the United States, with an outline of the School Systems of Connecticut and New York." 2. "Education in its relations to health, insanity, labor, pauperism and crime." 3. "The School System of Massachusetts." 4. "Plans for School Houses." 5. "Hints to teachers on instruction in reading." The end which was intended to be accomplished by the publication both of the Journal and the Tracts, is the diffusion of valuable information, and the inculcation of sound views concerning common schools, not only among teachers and those immediately concerned in their management, but among all classes of citizens. It is the earnest hope of the Committee, that these publications will receive the attention of the friends of education in all parts of the State, in order that if possible the views and the facts whcih they contain, may reach every family that has children to be educated, and every citizen who has a vote to give, or an influence to exert in relation to public instruction.

III. During the autumn, previously to the opening of the district schools for the winter, the State Commissioner adopted the measure, which in other states had been attended with most valuable results, of holding meetings of teachers for the purpose of interchanging views respecting the best modes of teaching and managing schools. These meetings, which have been known by the name of "Teacher's Institutes," were held under the direction of Mr. Barnard, with the aid and co-operation of this Committee, at Woonsocket, Scituate, Kingston, and Newport. At these several places, the teachers came together in considerable numbers, from the neighboring towns, and spent several days in discussing the principles, and practising with each other the most approved methods of common school instruction. No meetings which have been held in connection with the interests of education, it is believed, have excited so deep an interest as these gatherings of teachers. Indeed from the eminently practical character which was given to them, they deserve to be regarded as a species of Normal schools, in which newly appointed teachers were made acquainted with the results of large experience and varied acquirements, and in which all were more deeply impressed with the importance of their vocation, and the magnitude of the social and moral interests entrusted to their care. The benefits which have resulted from them, may even now be traced in the improved discipline, in the

more thorough instruction, and in the pervading spirit of many of the schools of the State.

IV. In addition to the measures which have been enumerated above, the Executive Committee have adopted one other, which they deemed in some degree necessary, in order to give efficiency and success to the means they had already employed. In prosecuting their labors, they constantly experienced the want of some person, practically acquainted with common school instruction, and favorably known to the people of the State, who might be able to give his whole time to the work which this Committee are charged with accomplishing. They accordingly appointed Mr. William S. Baker, of South Kingston, to act as the agent of this Institute, in promoting the objects for which it has been organized. Mr. Baker having had ample experience as a teacher, and being in every other way well qualified for the service to which he was appointed, has been for several months engaged in labors, in conjunction with the Commissioner, and under the direction of this Committee, which have every where, it is believed, been attended with the most gratifying success. He travels from town to town, converses with the people at their homes and by the wayside, visits the schools, holds meetings of the parents, and in every other practicable mode, seeks to sustain, and still farther to extend, the interest which the people of Rhode-Island have begun to feel in the schools which are to educate their children.

Such is an outline of the measures which the Executive Committee have adopted for accomplishing the purposes of this Association. They have been devised and carried into execution in accordance with the spirit of the constitution, and have been directed to the single object of increasing the facilities, and raising the standard of common school education in this State. How far this object has been accomplished, within the year now closing, it may be impossible very accurately to estimate. They who labor for the education of the young, must wait for a future day to develop the results of their labors. No striking changes—no brilliant consequences are to be expected. The seeds only can be sown—the harvest is to be reaped, and the sheaves are to be gathered, by the hands of other generations. The Executive Committee, however, find reason to believe that the work which this Institute is engaged in promoting, has made some progress during the year which has passed. It has been their aim to second the judicious legislation which has been so unanimously adopted by the General Assembly, and to aid the Commissioner of Public Schools in performing the arduous and important work with which he is charged; and they hope that, by the information which has been diffused, and the general sentiment which has been created in the minds of the community, an impulse has been given to the cause of popular education, which will continue to be felt for many years to come.

In addition to the measures which have thus far been prosecuted by this Association, the Executive Committee beg leave to refer to two others which they hope may be adopted, and to some extent carried into execution during the year that is commencing. These ar
1. The establishment of popular lectures as widely as possible villages, and school districts of the State. 2. The founding of

libraries, to be composed of books suited for the instruction of the people, especially of the young, in the several branches of useful knowledge. Both these measures hold an obvious connection with the objects of this Association, and would undoubtedly contribute important aid in raising the standard of general education. How far they can be accomplished by any efforts of this Association, we leave for the members of the Institute, or a future Executive Committee to consider and decide.

The importance of the education of the people—the object for which this Association was formed—cannot be estimated too highly. By the side of it most other public interests appear small and transitory. This stands out before every other, and challenges the attention and the efforts of all who would advance the present prosperity, or the future fortunes of the State. To train the rising generation to knowledge and virtue, to raise up intelligent, true-hearted citizens, who shall understand their rights and their duties, and shall guard the honor and the interests of society—these have always been regarded as the highest ends which enlightened policy can aim to accomplish. But great and important as these objects are to every community, they assume a still graver importance to us as citizens of Rhode-Island. Our prosperity and progress as a sovereign State—our position and our influence as a member of this growing confederacy of republics, must depend, not upon the extent of our territory, the numbers of our population, or the natural wealth of our soil, but upon the character of our citizens. It is this alone which can give us a voice in the councils of the nation, and a worthy name and place among the states of the union. Our aim should therefore be, to be strong in high-minded, heroic men. These constitute a state; without them, no advantages of nature, no monuments of art, no battlements of physical force, no achievements of manufacturing or agricultural industry, will be able to maintain its honor, or perpetuate its renown.

The Report was accepted, and a resolution passed, directing its publication, together with the Report of the Treasurer, which was read and accepted, in the Journal of the Rhode-Island Institute of Instruction.

R. I. Institute of Instruction,

In account with THOMAS C. HARTSHORN, *Treasurer*

1845,	Dr.
Jan 24th, H. Sabin's bill for Hall,	$19
March 1st, John Aylsworth,	3
May 3rd. Daily Evening Transcript,	3 22
" 26, Boston Journal of Education,	1
" " Postages pre paid,	44
" " New York School Journal,	50
June 30, J Atkinson's bill,	1 50
Aug. 19, Teacher's Advocate,	2
Sept. 15, H. H. Brown,	3 30
" 23, Postage of Circulars,	44
1846,	
Jan. 1, Wm. Simons,	5 50
" " Knowles, Vose & Anthony,	12 33
Cash to New Account,	42 64
Total,	$85 87

1845,	Cr.
Jan. 23, Cash of sundry members,	$37 37
" 28, " "	4 50
April 5, " of Mr. Giddings, collected by him at Woonsocket,	29 50
" 25, " of Abraham Payne,	15
June 30, " of Dr Perry, Newport,	50
Aug. 19, " of John Kingsbury,	9
	$85 87

T. C. HARTSHORN, Treasurer.

A committee consisting of Messrs. King of Newport, Gammell of Warren, Davis of North Providence, Potter of Kingston, and Judge Brayton of Warwick, were appointed to nominate officers for the year ensuing. During their absence, remarks appropriate to the occasion were made by Rev. Thomas Shepard of Bristol, Mr. William Russell of Boston, Rev. Mr. Vernon and Mr. Updike of Kingston, and President Wayland, Prof. Caswell, and Mr. Bishop of Providence.

The following officers, reported by the committee of nomination, were then elected for the year ensuing:

John Kingsbury, *President.*
Wilkins Updike, *Vice President*, for Washington County.
Ariel Ballou, " Providence "
C. G. Perry, " Newport "
Thomas Shepard, " Bristol "
John J. Kelton, " Kent "
Nathan Bishop, *Corresponding Secretary.*
J. D. Giddings, *Recording Secretary.*
Thomas C. Hartshorn, *Treasurer.*

Directors—William Gammell, of Providence; Joseph T. Sisson, North Providence; J. B. Tallman, Cumberland; L. W. Ballou, do.; J. S. Tourtellot, Glocester; Amos Perry, Providence; Caleb Farnum, do.; Samuel Green, Smithfield; George C. Wilson, do.; W. S. Baker, Kingston; T. R. Hazard, Portsmouth.

The Institute then adjourned.

J. D. Giddings, *Secretary.*

The following report of Mr. Russell's remarks, noticed in the above record of the proceedings of the Annual Meeting of the Rhode-Island Institute of Instruction, is copied from the Providence Journal. Mr. Russell was introduced by the President to the meeting, as a pioneer in the work of educational improvement, having been the editor of the Journal of Education, commenced in Boston in 1826; one of the founders of the American Institute of Instruction, in 1830; an early advocate in the work of introducing Infant and Primary schools; and for twenty years a laborer in various ways, and in different states, in the field of education.

"I should have been glad to hear from others, possessed of more local information than myself, a more full and exact statement of the progress of popular education in your State. But if any testimony which I can offer as an eye-witness of it, at the meetings of teachers recently held in various parts of the State, is deemed of sufficient moment to present, I shall take pleasure in rendering it, as an expression of the deep-felt gratification which I experienced, in attending those meetings. I was present at those which were held at Scituate, Woonsocket, Newport, and Kingston, and must say, that so deep

and so general an interest in the subject of elementary education,—not only on the part of teachers, but of the community at large, and particularly of parents,—I have never seen manifested on any such occasion. The attendance of mothers, who listened with the most earnest attention to the proceedings, seemed to be one of the surest evidences that the subject of popular education had, in Rhode-Island, reached the hearts of those who are naturally its truest and firmest friends.

Circumstances connected with my health, have caused me to become an observer of the condition of education in the States of Georgia, Pennsylvania, Massachusetts, Connecticut, and, recently, in Rhode-Island. In all parts of this country, however, which I have had occasion to visit, I have seen nothing that equals the efficacy and the spirit of the measures which have been adopted here, for the systematic establishment and diffusion of general education, as a public concern. Circumstances, sir, are peculiarly in your favor, as regards such operation. The compactness of your territory, the unanimity and vigor of your public measures, the definite and personal character of the exertions which are so indefatigably used by your agents, all contribute to ensure the effectual accomplishment of every good end in this great undertaking.

I speak with emphasis of the unanimity of the general procedure on the subject of education in this State, as a most auspicious circumstance; for you are aware that no slight impediment to the advancement of the interests of education elsewhere, exists in the unhappy divisions of feeling between practical teachers and the friends of popular instruction. Here there seems to be a happy exemption from such a state of things. Teachers, parents, and official men, appear to act in perfect concert, and to vie with each other in zealous and active exertion for the promotion of the general cause. Were your State Commissioner not present, on this occasion, I could not abstain from congratulating every friend of public education here, on the character of the measures by which, in his official capacity, he has laid the community under so peculiar obligations. Of that gentleman, and of your City Superintendent, I can only say, at present, let their works speak for them.

But, sir, I cannot resume my seat, without the utterance of a few words expressive of the feelings with which, as an individual, and as an humble friend of popular education, I have enjoyed the opportunity of observing the operation of your system of public schools in this city. I have, within the week, visited all the Grammar schools; and my visits have yielded me the highest pleasure which, in such circumstances, I have ever enjoyed. The attention of a visitor to your schools must be struck, at once, with the superiority of your arrangements for health and comfort, the thorough attention to the physical provisions of air, and space, and light, which are all so important to the well-being of children and youth. Nor is there less to admire in the cheerful and genial spirit of communication between teacher and pupil; combining, on the part of the instructor, so much considerate kindness with so much of strict order and efficient control.

I cannot but congratulate every parent on the happy aspect which public instruction in this city presents. Were I a parent, in a situation inducing deliberation as to my place of residence, and regarding my decision as one to be controlled, in any degree, by opportunities for my children's education, I should no longer hesitate in my preference, after observing the state of things which it has been my happiness to perceive existing here.

But it is time, sir, to draw these desultory remarks to a close. I would willingly substitute for them a statement of facts in detail, in answer to such interrogatories as yourself or other friends of education may think proper to make. I could not, however, forego this opportunity of expressing the pleasure I have felt in observing the operation of the well-concerted measures adopted for the diffusion of general education, throughout this state, and in this city."

We publish the following Report, submitted to the meeting, in the State House, Jan. 21, 1845, at which the Institute was formed, as part of the documentary history of the Rhode Island Institute of Instruction.

At the suggestion of Mr. Barnard, State Agent of Public Schools, a meeting of teachers and friends of education, was held a few weeks since in the City Council Chamber, for the purpose of considering the subject of a State Society for the promotion of Public School Education. Mr. N. Bishop, Superintendent of the Public Schools of Providence, was called to the chair; and after discussion by several individuals, it was voted: that Messrs. Kingsbury, Bishop, Perry, Day, and Stimson, be a committee, to take the subject into further consideration, and, if it be deemed expedient, to report at a future meeting. That Committee, having given the subject a considerable share of attention, beg leave to present the following

REPORT.

Whatever doubt may exist in regard to the influence of popular education, in other countries, there can be none, in regard to the United States. *Here* it may be assumed as an axiom, that the people, the *whole* people, should be educated. Our institutions, civil, political, and religious, all imperatively demand it. *How* shall it be done? is the only question that admits of discussion. To this question only one rational answer can be given—chiefly by public or common schools.

Whatever influence may be exerted by the Press, by the College, and High Schools, in advancing education,—and we have no doubt but *that* influence is great and indispensable; it is not for a moment to be supposed, that these means are sufficient to educate a *whole people*. History does not present a solitary example of a country or province, where education has been universal, without some instrumentality analagous to Common Schools.

Literature and Science may flourish, where only the *wealthy few* are highly educated. It is possible that *the few*, by monopolizing the emoluments and privileges which superior knowledge confers, may, while *the many* are toiling in agriculture or mechanic arts, rise to higher attainments, and cause Science and Literature to take deeper root and to bring forth mature fruits. Though such fruits might bring blessings with them, the genius of our Institutions requires rather the diffusion than the accumulation of knowledge. It was the boast of Henry IV. of France, that he would "take care that every peasant should be in such a condition, as to have a fowl in his pot." It should be the care of *our country* that *every child should be educated.*

Our forefathers laid us under deep obligations, therefore, when they consecrated the Common School to the education of the people. Ought we not deeply to regret that within our own State, that mission has not been fully accomplished. There are those among us who cannot read or write. Never should the friends of educa-

well without a laborious effort; and yet they must be treated well. They are generally the very pupils who need kind treatment at school the most: perhaps they do not receive it at home; if so, it is true they will not feel the want of it at school so keenly as those who are more favored; but whether they feel it or not, they need it more than any other class of pupils; for they are dependent wholly on the school for the training of the heart, and if the better feelings of their nature are not brought out there, they will not be brought out anywhere; and although they may be well instructed in arithmetic and geography, they will grow up with such coarseness of feelings and of manners, as will prove a sad hindrance to their own comfort, if not to that of the community in which they live

The teacher should not excuse himself for harshness or neglect, by saying that the pupil does not deserve to be treated any better. If we have a bad scholar, it is our duty to try to make him a good one; and though we may not be able at once to overcome evil with good, yet we shall be sure to make a bad matter worse, if we allow ourselves to return evil for evil; and sure I am that persevering kindness, applied with special care to pupils of this class, will, in time, bring into the ranks of good scholars, many who would otherwise never have been there, and render the number of the perverse and difficult comparatively small.

Perhaps I may be thought in the wrong when I recommend the bestowing of *special* care upon particular scholars. But it will be remembered that the subjects of this special care are to be all those who need it: if there is partiality in this, it is a kind of partiality which is not only justifiable, but indispensable to the successful management of a school. It is our duty to instruct all scholars well, and we lay out our work in such a way as will, in our estimation, furnish adequate instruction to the school. The system goes into operatiop, and the pupils, in general, are found well provided for and need nothing further; but some are always found, duller than the rest, who need and receive instruction, which to the rest is quite superfluous. So in discipline, we should establish a general system, which shall so combine gentleness with energy, as to produce the most favorable results upon the school at large. This system too may go into operation, and we may, in general, be satisfied, and have reason to be satisfied, with the results; but if we look about us carefully, we shall often find exceptions to the satisfactory working of our system of discipline, as we do in the department of instruction. We shall find some scholars who are not doing well, and unless we bestow upon them some extra care, they will cherish such a state of feeling, and pursue such a course of conduct, as will be a fruitful source of evil both to themselves and the school. In many cases this may arise, as I have already shown, from accidental circumstances, without the fault of the scholar; in other cases there will be the most inexcusable perverseness; but, whatever be the difficulty, we should spare no pains to remove it; so that we may, if possible, see every pupil moving onwards submissively and contentedly under the burdens of school duties, and the restraints of school discipline.

We shall publish in the next number of the Extra Journal, a "*Letter from a Teacher to his Pupils*," soliciting their coöperation in the great work assigned to him to do by their parents and guardians, which will be struck off as *Educational Tract, No.* 9.

DUTIES OF PARENTS IN RELATION TO THEIR SCHOOL.

The following judicious suggestions are taken from an Essay by Edwin Jocelyn, *Principal of the Saltonstall School, Salem*, which received the prize offered by the Essex County Teachers' Association, out of a donation made to the Association by the Hon. Edmund Dwight, of Boston.

I. PARENTS SHOULD SEE THAT COMFORTABLE, CONVENIENT AND ATTRACTIVE SCHOOL-HOUSES ARE PROVIDED.

This is generally done, *in a manner*,—for the law of the land looks to it;—if it did not, I believe that the omissions would be many. But the school-rooms should be comfortable, convenient, and attractive. A great reformation and improvement have taken place in this Commonwealth, in this particular, within a few years;—

yet there are many buildings, yet found here and there, which are used for the purpose, that deserve not the name of school-houses; and are a disgrace to the sacred cause of Popular Education, and to those who suffer their existence. Children will not, likely, be attracted to school, if there they are to encounter the pains of cold, and uncomfortable sittings, when they can shun these sufferings by active sports in the unconfined atmosphere of heaven. No wonder that they often prefer arduous bodily labor, to attendance at school.

An individual from the interior,—one much interested in the advancement of the cause of education,—has informed me, that in country towns, a repair or improvement of the *school-house*, often experiences more opposition than that of any other improvement of a public nature. Substantial farmers will often strenuously oppose even the *repairing* of an old, dilapidated school-house. "They went to school in it when it was not much better than it now is;—if it was good enough for them, it is good enough for the children of the present day." Men who acknowledge the importance, and have the pride of a commodious, comfortable and convenient *barn* and *piggery*, or even a *dog-kennel*,—will often show unblushing indifference to the condition of the *school-house* in their district.

"Let me see the school-house of a district, first," says an intelligent and philanthropic traveller, "and I can with great certainty infer the character of the people. This is almost an unerring index to the character of the population,—more so than the church-building is. In riding through the country, if I come upon a neat, commodious school-house, with an ample enclosure, &c., all in keeping, I am certain to find around it, or near it, the thriving village of painted houses, well cultivated farms and substantial farm-houses, and an industrious and intelligent population. On the other hand, if I stumble upon a miserable little shanty-like building, pushed away in some secluded and repulsive spot, like a pest-house or small pox hospital,—within the confines of the highway,—no good enclosure—weather beaten and weather colored,—glass broken, &c. &c. all in keeping;—I wish not to make farther observation,—no inquiry as to the character of the people. I am sure to find near, bushy farms, broken fences, wretched farm buildings, miserable, and misery-making grog-shops, a dirty, filthy country tavern, with ragged loungers in and about it, &c. &c. all in keeping."

2. PARENTS SHOULD SEE THAT A GOOD TEACHER IS EMPLOYED.

A *poor* teacher,—and they can always be found, at your own price—is undeniably worse, often, than no teacher at all. There are existing difficulties, I know, in the circumstances of the case, in obtaining the necessary number of well educated and experienced teachers for the *winter* schools of our towns. Preparation at a good normal school will do much to qualify for teaching; yet, after all, *experience* seems almost indispensable. Pay teachers well for their services, and you hold out an inducement to direct and thorough preparation. Pay well,—and, in this matter, as in others in life, the supply will come up to the demand.

Not only should parents take all wise, precautionary measures to obtain the services of a good instructor,—but after his services are secured, they have much to do to *keep* him a good teacher,—to make him a *better* one.

3. PARENTS SHOULD VISIT OFTEN THE SCHOOL WHERE THEIR CHILDREN ATTEND.

It is a prevalent, but mistaken opinion, that teachers, generally, are averse to such visits. Were they very general and frequent, they would subserve the very best purposes. Let a school get accustomed to frequent, informal visits from parents, and all interested in their success, and they will be looked for and desired. It manifests an interest to which they are not generally accustomed, but which is grateful and stimulating. It divests the school-room of that exclusive, isolated, secreted character, which, to its disadvantage, is too generally attached to it. It dissipates that reserve, timidity and shyness which almost necessarily show themselves upon the appearance of a new, unaccustomed face in a school unused to the visits of parents and others. It banishes that trepidation and fear,—that consternation and panic, even, which will sometimes seize upon the *teacher* as well as *scholars*, when visits from those *without*, are "few and far between,"—regarded not as "*angels' visits*," but rather those of *arch enemies and spies*. Teachers who have thought much upon the subject, and have had experience in the matter, I believe, with one voice, will declare that they would like to have calls of this

nature, every hour in the day;—even not object to the *constant presence* of interested persons.

It destroys the dread of an "*examination*,"—that period often regarded with a "fearful looking for," both by teachers and pupils. They thus become accustomed to *examinations*,—the very things they constantly need; and the effect is to excite, and give self-possession and confidence to all concerned. So far from hindering the operations of a school, they relieve it of a tedious monotony, and prevent many irregularities which might otherwise occur;—stimulate the scholars to *constant* well-appearing, and strengthen the teacher's authority.

Are you a parent, then,—or a school committee-man,—or an individual not interested directly by either of these relations in the educational advancement of the rising generation,—call often and unceremoniously at the school-room of your district, and those of others. Say not, that you have not time. Most have time, and to spare, which they can certainly devote to this important subject,—moments and hours which they are often at a loss to employ otherwise,—hours of non-employment, idleness and heaviness, to dispose of which, they have to resort to various expedients of "time killing." Does a cessation of labor or business allow,—does a foul day intervene,—does a slight indisposition disqualify you for work,—are you passing the school-house, "in no particular hurry,"—tie your horse at the post, and spend a half hour among the smiling faces of happy children.

Say not, that you feel no interest in these things. You *should feel* an interest,—and you *can beget* it. Make four visits to a well conducted school-room, and my word for it, you will feel a strong inclination for the fifth. Say not, that you are not qualified by education to judge discriminately of the work of the school-room. You may not in all cases be qualified to judge of grammatical exercises, &c., but there is much of which all can form an opinion rightly. You can judge of quiet and orderly deportment, of ready and cheerful obedience, of prompt answers, and of cheerful and happy countenances. Pass round the school-room,—address a word of caution, of reprehension, or of commendation and incitement, where your eye will with much certainty see that these appliances are needed. It will raise you in your own estimation, and in the estimation of the young,—excite and inspirit the pupils, and strengthen the hands, and give dignity and influence to the master. You could find *time*,—and the interest of *curiosity*, at least, would prompt you to drop into a factory to witness its operations, even if you had not the interest of a *stockholder*. Can you find no interest, then, in the operations of these *mental factories*,—in every one of which you *are* a stockholder? Are the operations upon *dead matter* of more general consequence and curiosity than those upon *mind?*

4. PARENTS SHOULD SUSTAIN THE AUTHORITY OF THE TEACHER.

The successful government of a school of children coming from fifty, or more, families, each with some peculiarity of management, good or bad,—with all those shades and complexity of temper and disposition usually found in a hundred different children, is no easy task. It is attended with more difficulties, and more perplexing turns, than the untried in the way are at all aware of.

When your child comes home with a complaint from school,—a real or imaginary grievance,—listen to him,—if these things come not *too often*, for they should not be encouraged—but decide not hastily, and upon his partial testimony. The law, very wisely, allows no man to bear testimony in his own case. How can we safely trust it in *children?* From the very constitution of human nature, it is next to impossible that a person can be an unbiased evidence for himself, and an impartial judge in his own cause. The God of nature has wisely implanted in the breasts of parents, a strong passion of tenderness, a quick feeling of defense and protection, towards their offspring. It is all necessary, in the relation they stand; but, at the same time, it is apt to lead them into excess and error. A great proportion of the troubles of the schoolmaster's course springs from this source. The home-indulged, and, may be, the *home-spoiled* child, appeals instinctively to that full source of tenderness, of partiality, or of prejudice, in every case of grievance, to reverse the decisions of the school-room. With all those quick sensibilities acutely awake, which were placed in the parent's heart for the best purposes, but which are often perverted, the father or mother decides hastily, solely upon the words of the child, prompted by the strongly swaying feelings of self vindication. The teacher is not heard in the case,—and judgment is hastily pronounced against him! No course is more certain to lead the judgment astray,—result in wrong to the teacher, and in a most pernicious influence upon the child.

No,—if a complaint be brought from school for home decision,—and it seem worthy of consideration,—hear the child's representation; but decide not the case *with him*. Be careful, in the mean time, not to have the ear too open to complaints, or they will come too fast and frequent. If one, I say, seem worthy of serious consideration, have a full statement on the other side, and with the *teacher* settle the point. If, from false testimony, or misapprehension, he has erred, convinced of his error, he will make concession, and due reparation, or he is not worthy of his trust. If he has been led into misgovernment from a mistaken insight into the child's disposition or temper, upon being set right in the matter, he will alter his course, or he has not the qualities which fit one for his important post.

The most disastrous consequences I believe have often resulted from errors that have come from the joint relation in which parents and teachers stand to children. An old teacher has informed me, that he has made it a matter of *record*, and that, in his experience of many years, in *no* case where the parent has violently and unreasonably interfered between his rightful authority and the child, and persisted in an unjust decision against him, has it passed long, without the iniquity being signally visited upon the heads of the offenders. Boys thus encouraged and supported in disobedience, and thus screened from a just penalty, have, almost without *one* exception, "*turned out badly*" in life. Two cases he cited, strongly marked by the turpitude of the offenders, and followed by the violent abuse which he received from the parents. They were visited by a signal retribution,—no less than the public conviction of the two boys, for theft, within two weeks of the "school's disaster."

5. PARENTS SHOULD SEE THAT THEIR CHILDREN ARE PUNCTUAL AND REGULAR IN THEIR ATTENDANCE AT SCHOOL.

Pupils cannot be taught unless the teacher has their presence. The partial and irregular attendance of children at school must necessarily result in their irregular, partial and imperfect instruction.

Those school-books have the sanction of the best judges, as being the best, in which the principles are very gradually unfolded, connected by a golden chain of little links, no one of which can be safely spared, or *skipped over*, without making more or less defective the work of instruction. The best and most successful teachers are those who proceed minutely and carefully on this plan. But how can they so proceed, and how use such books, with scholars who are, *half* the time, it may be, absent,—and their attendance marked by the worst features of irregularity?

All things of domestic arrangement should be ordered with reference to the importance of regular and *interested* attendance of children at school. The first morning duty of a parent, after that to his God, is to his children,—to see that their feet are directed in the daily path of duty,—that every thing which stands in the way of their regular attendance, that can be removed, is made to give way to this. How very frequent is the case,—how common is the defection, that parents give little or no attention to this weighty matter,—that it is almost wholly uncared for, and their attendance or non-attendance left to mere chance, or to the whim and caprice of the child? How often it is, that the most flimsy excuse of the child, or some slight, domestic convenience determines the question whether he shall be in his school-seat for the day, or his attention and habits estranged and weaned from his studies by staying at home. Arrange your business, then,—and it can easily be done,—so that occasions of interruption in this important matter will not be likely *frequently* to occur. Arrange your business so, that compliance in this thing shall take precedence of all others. Does the state of the weather interpose obstacles? Make a little extra exertion,—take your carriage, if you have one, and carry your children to school;—if you have no carriage for this purpose, take them by the hand, and teach them manfully to breast a little buffeting of the storm; it is a necessary part of their education,—it will give strength to their muscles, and determination to their minds. The health of many more children is sacrificed by mistaken tenderness in *careful seclusion*, than by *active exercise* and *proper* exposure.

Let not frequent and slight excuses of illness on their part keep your children from school. Ill health is often feigned or imagined by those who have not the strongest inclination for the discipline and restraints of the school-room, and who have contracted habits of irregular attendance. *The school-room is a healthy place*, whatever adverse doctrines and beliefs may have been entertained upon the subject. The exercise which necessarily comes from the attendance,—the regular

tion of time, diet, habits, &c. which it more or less imposes,—the social excitement and hilarity which comes from the meeting of many children together, is philosophically and *practically*, all on the side of health. *Few children die while actual members of a school.* All experience will attest this. Teachers who have kept school, constantly, ten, twenty, or thirty years, will tell you that they have lost but *few* scholars by death,—hardly averaging *two*, for every *ten* years, even in large schools. The cases of the most perfect, youthful health that I have ever known, have been in those children who have attended an annual school for years, with scarcely the loss of *one* day in the year.

6. PARENTS SHOULD SHOW A LIVELY INTEREST IN ALL THAT CONCERNS THE SCHOOL.

When your children return to their homes, ascertain first that they have been to school, and in proper time. Question them of their conduct, and of the manner in which they have acquitted themselves in their studies. Have they been obedient and respectful to their teacher,—kind and friendly towards their associates,—and industrious at their work? Press the importance of these things constantly on their memories and hearts; let not a day pass—set not down to a meal with them, without going over the whole ground. This is the way in which children's hearts are kept in the right, and right habits and correct principles permanently established. Do this constantly, systematically and wisely, and you will never be troubled with complaints originating in the school-room.

Take an active interest in their studies,—in *all* their studies. Take them by the hand, and tread the path of knowledge and research with them. You may say, "that your own education has not qualified you for this undertaking." Then, you can qualify yourself, now, in a measure, by this course. The very undertaking will qualify you in a good degree. Many a parent has been beneficially and delightfully instructed by his own children, in this manner,—his own stock of useful knowledge increased, and his children immeasurably benefitted. What can present a more delightful and gratifying picture, than a family seated around the evening fireside, reviewing their acts, and the events of the past day, and thus mutually preparing each other for future action and usefulness.

7. PARENTS SHOULD SUPPLY THEIR CHILDREN WITH ALL NEEDFUL BOOKS.

Parents are prone to be remiss, and even niggard, in regard to this thing. Not, that you are always to comply, without inquiry, with the whims and too often changing plans of teachers and book-publishers. There has been, undoubtedly, much abuse on this score,—unnecessary changes and too frequent calls for new text-books, touching the best interests of the *scholars*. But, then, their advancement at school necessarily implies a change of books, and new books impart a new interest to their studies, and give a new spur to their labors. Parents often ungrudgingly incur a free expense to fill, and adorn their bodies, while they stintingly withhold that which is necessary to furnish their minds.

RECEIPTS FOR THE JOURNAL.

Mrs. F. R. Arnold, Providence,	$1 00	N. L. Richmond, Brand's Iron W'ks,	50
Case, Tiffany & Co. Hartford, Ct.	50	Miss Phettiplace, Chepatchet,	3 00
W. D. Swan, Boston, Ms.	50	S. M. Weeks, Cumberland,	3 00
Israel Wilkinson, Pawtucket,	3 00	George C. Wilson, Manville,	6 00
G. W. Winchester, Hartford, Ct.	50	Scott Greene, Providence,	50
Rev. C. P. Grosvenor, S. Scituate,	90	L. D. Kidder, Newport,	35
Julius Hadsel, Portsmouth,	50	D. P. Spencer, So. Killingly, Con.	50
J. T. Sisson, Pawtucket,	50	S. Patterson, So. Scituate,	2 70
Rev. Thomas Vernon, Kingston.	3 00	Alfred Lawton, Newport,	7 80

Providence, January 30, 1846. THOMAS C. HARTSHORN.

In answer to inquiries respecting the non-appearance of the regular numbers of the Journal, the Agent would say, that the twelve numbers, or 192 pages, will be issued in addition to the EXTRAS, and *Tracts*, before the volume is completed. Until Mr. Barnard can find time to superintend the printing of his Report, he prefers to prepare an EXTRA Journal, of the same number of pages.

EXTRA. [February 16, 1846.] NUMBER VII.

JOURNAL

OF THE

RHODEISLAND INSTITUTE OF INSTRUCTION.

The JOURNAL OF THE RHODE-ISLAND INSTITUTE OF INSTRUCTION will be published on the 1st and 15th of every month, until a volume is completed by the publication of twelve numbers.

Each number will contain at least sixteen pages in octavo form: and in addition, from time to time, an EXTRA will be published, containing official circulars, notices of school meetings, and communications respecting individual schools, and improvements in education generally; and one of a series of "*Educational Tracts*," devoted to the discussion of important topics, in some one department of popular education.

The volume, including the EXTRAS and "*Educational Tracts*," will constitute at least three hundred pages, and will be furnished for fifty cents for a single copy; or for three dollars for ten copies sent in a single package; and at the same rate for any larger number sent in the same way.

The subscription must be paid on the reception of the first number.

HENRY BARNARD, Commissioner of Public Schools, Editor.

THOMAS C. HARTSHORN, Business Agent.

PROVIDENCE, Feb. 16, 1846.

LETTER FROM A TEACHER TO HIS PUPIL.

MY DEAR PUPIL;—The relation which we sustain to each other, as teacher and pupil, is one so full of interest and importance to us both, that I am prompted to write you a few lines, to which I hope you will give your serious attention.

I have been selected by your parents, or by the school committee as their agents, to act as your instructor. I come to you, not only as your teacher, but also as your friend. While my principal object will be to aid you in getting an education, it will always afford me pleasure to assist and advise you as a true friend. I think I feel a strong desire to do all in my power to increase your knowledge, promote your happiness, and prepare you to discharge faithfully the duties of a virtuous, useful and intelligent citizen. May I not hope that you possess a strong desire to do what you can to make my situation a pleasant one, and to perform, with diligence and cheerfulness, all your duties? If such is the case with you and all your companions, we shall, most certainly, have a happy school, and you will be making constant and rapid improvement. As we hope to spend many hours of each day, together, in the school room, it is very desirable that a clear and friendly understanding exist between us. I wish, therefore very plainly and kindly, to name some particulars

to which I most affectionately invite your attention. I will endeavor not to ask for anything which shall not be for your good, and I will promise to do all I can for your improvement and happiness.

1. BE CONSTANT IN YOUR ATTENDANCE AT SCHOOL.

This is very important, for if you are often absent you cannot make much progress and will fall behind those of your classmates who are always at school. But, perhaps, you say, "I am never absent from school unless I am unwell, or wanted by my parents." I hope this is true. It would occasion me much pain to know that you, or any other pupil in our school, was in the habit of "playing truant,"—for a truant is not only in great danger of ruining himself, but he exerts a bad influence upon all with whom he associates. Therefore I earnestly entreat you to shun the truant's path and the truant's habits,—and, if you cannot persuade him to abandon them, shun the truant as you would a destructive enemy. First, however, do all you can to induce him to forsake his evil ways and walk in wisdom's paths. Convince him that, while you dread and despise his practice, you have a strong desire to reclaim him and do him good.

But see to it, my dear young friend, that *you* are always in your place at school, unless prevented by sickness, or by some unavoidable circumstance. Probably, you are often called upon to render some assistance to your parents. This you should always do promptly and cheerfully. You can never do too much for your kind parents. Let them see that it is a pleasure to you to assist them, and thus convince them of your gratitude for their numberless acts of attention and kindness to you. Can you not, however, do all they may require, or wish, between the hours of school? That you may be enabled to do so, are you not willing to rise early and work diligently? Let your parents see that *you* feel a strong desire to avoid absence from school, and, I think, they will require of you the performance of no duties which will encroach upon the hours which are set apart for the school room. If you are absent you not only lose the lessons that are recited during your absence, and thus become less able to advance with the lessons which follow, but you will also, I fear, feel much less interest in your school and in all its exercises. Therefore, I again ask you to attend school with as much constancy as possible.

2. ALWAYS ENDEAVOR TO BE AT SCHOOL IN SEASON.

The habit of punctuality is a very desirable one. If we wish to accomplish much, we must not only have a time for every duty, but

we must also be careful to perform every duty at its proper time. If you agree to meet several of your companions at a certain hour, in order to engage in some favorite amusement, you will think it very desirable that all assemble at the appointed time. You cannot conveniently, commence your sport until all, who are expected, shall have arrived. The tardiness of a single individual disturbs your plans, and perhaps, for the time, prevents your amusement. If the hour appointed for meeting is 2 o'clock it would be wrong for you, or any other one, to delay until 2½ or 3 o'clock. By so doing you would cause all who were punctual to suffer from your dilatoriness. I presume, however, that you are always punctual in attending to engagements of this kind. But are you equally anxious to be prompt in meeting your school engagements? Have you ever considered that, when you are late at school, you do an injury to all who are in season? They will either have to await your arrival, or they will be disturbed by your unseasonable entrance. If all should be late much valuable time would be lost to the whole school. If then, it is important that all be present at the appointed time for commencing school, will you not see to it that you are never late, unless for some very particular and unavoidable cause? By being constant and punctual you can do much for yourself and much for our school; but if you are not so, you cannot make much progress yourself and you will greatly impair the order and improvement of the whole school. Let it, therefore, be your fixed determination, so far as possible, to meet all your school engagements *punctually*,—for by so doing you will not only accomplish more while in school, but you will also form a habit which will be of great service to you in the business of after life.

3. HAVE A STRICT REGARD TO ALL THE REGULATIONS OF THE SCHOOL.

In all well managed communities and associations it is necessary to have certain rules which shall be observed by the individuals for whose good they were made. Every state makes certain laws and requires its citizens to obey them; every town imposes certain restraints upon its inhabitants and provides for their enforcement; every family has, or should have, certain regulations, and demand their observance by its members. So every school, in order to afford the greatest benefits to those who attend it, should have certain wholesome regulations and secure a strict obedience to the same, I wish, however, at this time to give you only one rule. This is very short and you can readily commit it to memory, and if you, and

all other members of our school, will remember it, and regard it faithfully, we shall indeed have a delightful school. The rule I wish you to remember is simply this: DO NOTHING THAT IS WRONG. The principal question, for you, is to decide what is wrong. Some things may be wrong in school, which would not be so elsewhere. In many situations talking or whispering, laughing, playing &c. may be innocent and proper; while in others they would be wrong and improper. In school they would be wrong because they would tend to interrupt the appropriate exercises of the school room. In order to study profitably we should be free from all annoyances. Therefore it is wrong to do any thing in school that will disturb your teacher, or interrupt your fellow pupils, and draw off their attention from their lessons. I will name a few practices which you should refrain from, as wrong: *whispering, laughing, playing, eating, unnecessary noise* or *movement*, and whatever may interrupt or displease your fellow pupils, you should strictly guard against. I may make particular regulations respecting these and other troublesome habits, and if so, I trust you will observe them very faithfully. If, however, you conscientiously obey the short direction given above, I shall have no occasion to make any other. That you may strive to do *right* at all times and under all circumstances, is my earnest desire. Remember that a boy or girl of true and noble courage will always *fear to do wrong*, and *dare to do right*.

4. BE STUDIOUS AT SCHOOL, AND IMPROVE ALL YOUR TIME TO THE BEST POSSIBLE ADVANTAGE.

You are sent to school by your parents, that you may acquire knowledge, and become prepared for the business of life. They know, in some degree, the great value of an education, and they are willing to work hard, that they may have the means of sending you to school, and supplying you with books. All they wish in return is, that you will be diligent and faithful in the improvement of your time and privileges. Therefore I hope you will form a decided resolution to give strict attention to every lesson that may be assigned you. Be willing to study diligently, and if you have a difficult lesson, be patient and persevere. You will feel much satisfaction in overcoming obstacles, and in performing a hard task. If you meet with a question which at first appears too difficult, do not abandon it and feel discouraged. "Persevere and you will succeed." Be willing to "try, try, and try again," and to do so cheerfully; and when you finally succeed, you will feel a real pleasure, and what you shall have ac-

quired you will not readily forget. But sometimes, doubtless, you will meet with difficulties which you cannot overcome without assistance. When you feel that you have done all you can and without success, make known the particulars that trouble you, and I will cheerfully lend you aid. Make it a fixed rule never to pass *over* a lesson, without gaining a clear understanding of it. When your class is reciting, do not be satisfied with the mere repetition of words. Endeavor to *comprehend* every exercise, and then you will *grow* in knowledge and *increase* inwisdom. When you go to school never allow your plays, or the thought of them, to enter the door ; and while there, regard it as the place for study, and be constantly studious, and then you can engage heartily and cheerfully in amusement, when the hours of school shall have passed, and you go upon the play-ground. A good scholar is industrious in school, and animated at his play,—but never allows his love for amusement to interfere with his studies.

5. Be honest in regard to your lessons.

Dishonesty in one particular, will often lead to dishonesty in other particulars. An honest man is one who regards the laws of God and man, respects the rights of his fellow men, makes the best possible use of his time and privileges, does all in his power for his own improvement, for the good of mankind and for the glory of his maker ; fears to do wrong and delights in righteous acts. Such a man is the noblest work of God. I hope you may become such, and, that you may, you must now be honest in all you do, and you will then grow up with a sincere and deep-rooted love for honesty. Be honest in small things, and then you will be so in those of more importance.

Some pupils resort to improper aids in getting their lessons, and are willing to have their teacher and classmates think they have been very industrious, and that they thoroughly understand their lessons, when in reality, they have spent their time in idleness, and have but a very imperfect knowledge of the exercises required of them. But they practice deception and dishonesty. A boy who is strictly honest will not deceive in any particular, nor will he be willing to have his instructor think he has been diligent, unless such is the fact. Sometimes scholars prompt each other, and by assistance thus given and received, they contrive to answer questions which, unaided, they could not answer. This is wrong. It is really dishonest for one pupil to give, as his own, an answer which has been slyly communicated to him by another. A dull and idle scholar can derive no real

benefit from such assistance, while one who is diligent and conscientious, will neither need nor receive prompting from any one. Study that you may understand, and so understand, that you may communicate in a plain and distinct manner. To know a thing, without being able to use it and make others see and feel that you know it, is but little worth. Therefore, be not satisfied unless you have a full and clear conception of every thing you meet in your lessons. If, during the recital of a lesson, any thing is said or done which you do not thoroughly comprehend, be ready to make known your doubts, and ask such questions as you may wish. I shall be glad to have you, and every other pupil, ask me one or more questions relating to your lesson during its recital. That you may be prepared to do so, study your lessons with great care, and seek for some point about which you would like to get a clearer understanding. Whenever you meet with a word, at school or elsewhere, of whose meaning you are ignorant, look for it in your dictionary, or ask its signification of some friend. By pursuing this course, faithfully, you will soon acquire the import of most words with which you meet. Therefore I again entreat you, as your friend and teacher, to be honest in regard to your acquirements. Have a strong desire to study, that you may gain knowledge, and to gain knowledge, that you may pass through life prosperously, usefully and happily.

6. BE NEAT AND ORDERLY IN YOUR PERSONAL APPEARANCE AND HABITS.

I am sorry to say that some children pay little or no regard to this direction, either at home or at school. They seem quite willing to appear in an untidy condition, and they thus make themselves disagreeable to all who have any respect to order and cleanliness. I trust you will always possess that commendable pride which will cause you studiously to cultivate habits of neatness and order in regard to your person, your clothes, your books, and every thing with which you have to do. "Have a place for every thing and every thing in its place," is an excellent rule. It is not only important to have things in their proper places, but to have them neatly and orderly arranged.

Before leaving home for school, a few minutes, devoted to brushing and arranging your hair and dress, will enable you to appear at school in a neat and respectable condition. Do not forget the cleansing and refreshing effects of pure cold water. The running brooks and sparkling fountains would almost cry out against you if you should enter

school with unwashed hands and face. This will cost you nothing, and if all will do so, our school will present a bright and attractive appearance. While in the school room, endeavor to keep your desk and the floor around it free from injury and dirt. Especially avoid the useless and filthy habit of spitting upon the floor. This you should never do at home or at school. Preserve your books with great care, and when not in use, have them nicely placed in your desk. Keep every thing in such condition that you will not be ashamed to have it examined at any time by your parents, or by any visitors. By giving strict attention to neatness and order at home and at school, you will not only please your parents and teacher, but also save them much trouble.

7. AVOID THE USE OF PROFANE AND IMPROPER LANGUAGE.

The habit of using profane and vulgar language is very unbecoming and wicked. It can never result in any good, and only tends to degrade those who indulge in it. Therefore I earnestly and affectionately beseech you not only to refrain from the use of profane and improper language yourself, but do all you can to dissuade your companions from the use of it. Make it an undeviating rule never to give utterance to language which you would be ashamed to utter in presence of your teacher or parents. Remember that the eye of God is ever upon you, and his ear is open to hear all you say. He is your Creator and preserver,—your best friend,—the only being who can prolong your days and give you blessings. Will you not, then, earnestly strive to please and honor Him who says in his holy book, "THOU SHALT NOT SWEAR."

8. ALWAYS SPEAK AND ACT THE TRUTH.

"Do good; shun evil; live not thou
As if at death thy being died;
Nor error's siren voice allow
To draw thy steps from truth aside;
Look to thy journey's end—the grave!
And trust in Him whose arm can save."

The habit of telling falsehoods is a very sinful and dangerous one. I always put confidence in a boy and believe what he says until I once detect him in stating what is not correct. After this I cannot place any dependence upon him, unless the lapse of time and his general conduct shall convince me that he has sincerely repented, and resolved to sin no more. As one who wishes to do all he can for you, I would seriously urge you to do all in your power to form and preserve a character of strict integrity and truth. Never state that which is in any

degree false. If you do wrong and manfully confess it, you will feel much better than you would to conceal or deny your fault. Let all your language and all your actions convince those with whom you may associate, that you abhor "lying and deceitful lips," and that you will speak and act the truth, though, for the time being, it may cause you to suffer punishment and degradation. Live the truth and for the truth and it will make you honorable and honored; but if you practice falsehood you will, sooner or later, bring disgrace and ruin upon yourself, and distress upon your parents and friends.

9. BE KIND AND PLEASANT TO YOUR COMPANIONS AND TO ALL WITH WHOM YOU MAY HAVE INTERCOURSE.

You have, probably, noticed a great difference in the manner and conduct of different individuals. Some are kind, obliging, courteous and pleasant, while others are morose, uncivil, abrupt and even abusive. Now it is just as easy to be kind and gentle, as it is to be unkind and coarse in your manner. Your own happiness requires you to be affectionate and obliging to others. Let it, then, be your constant aim to do good and to speak kindly and civilly to all. Never allow yourself to give expression to angry and unfriendly acts or words. Convince your parents, your teacher and your schoolmates that you are not purely selfish, but that you are always ready to render them assistance, or do them a favor. Convince them that you feel a real pleasure in doing good to others as "you have opportunity."

10. LET YOUR DEPORTMENT IN THE STREET AND ELSEWHERE BE ORDERLY AND BECOMING.

Do not forget that you must form your own character. Others may advise and assist you, but with you rests the chief responsibility, and you will receive reward or suffering according to your deeds. Therefore strive to have your entire deportment correct and becoming. Treat all with due respect. When addressed, endeavor to listen respectfully and answer with civility and propriety. Respect the aged,—pity and assist the unfortunate and distressed. Never oppress, injure or trouble those whom you excel in power or influence. Ever "do unto others as you would have others do unto you;" be correct and upright in all your actions and you will gain the respect of the good and promote your own happiness.

11. LOVE GOD AND KEEP HIS COMMANDMENTS.

Though this is the *last* direction I shall give you at this time, it is not the *least* in importance. Indeed if you will follow this faithfully

you will need no other. You are indebted to your Creator for life and for all life's blessings, for it is in Him you live, and move, and have your being. He asks for your love and obedience, and in return he promises you everlasting happiness. Are you not willing to grant all he asks? If you are, and strictly obey all his commandments you will certainly be happy. That you may know his will and be enabled to do it, look to Him for guidance and direction. With Him is all wisdom and he willingly imparteth to all who ask of him in sincerity. Let it be your morning and evening prayer, that God will forgive all your sins, and enlighten your mind that you may know and do his will.

I have already written you a long letter and will not weary you by adding more. As one who feels a deep interest in your welfare, I could not well write less. Will you not gratify me by considering what I have written, and if I have given you good advice, will you not oblige me and benefit yourself by following it? If such shall be your determination, the days that we shall spend together will be days of pleasantness and profit. So live, my dear pupil, that you may do good and be prepared to die. You know we must all die. When we shall be called hence we know not. It becomes us, then, to do whatever our hands find to do while life lasts. Improve each day as you ought, if it were your last, for such it may be. Do your duty, your whole duty, and be prepared to meet your Heavenly Father whenever he shall call for you.

With sincere affection,
I am your friend and
TEACHER.

SCHOOL MOTIVES AND SCHOOL VICES.

A large portion of Mr. Mann's last (Ninth) Annual Report as Secretary of the Board of Education for Massachusetts, is devoted to a consideration of the *Motives*, on which schools are conducted, and the means for avoiding and extirpating *School Vices*. We enrich our pages with the following extracts.

DOUBTFUL POLICY OF A SCHOOL CODE.

Immediately on opening a school, an important question arises as to the expediency or inexpediency of promulgating a code of laws for its government. It is the practice of some teachers to announce orally, during the first day or half day, the rules whose observance they shall require, and whose infraction they shall punish. Others prepare written statutes, sanctioned by specific penalties, which they post up in some conspicuous place in the schoolroom, so as to give a warning to transgressors, and to provide themselves with a ready answer, should the plea of ignorance be urged by any offender. Other teachers anticipate the commission of no

offence, but wait until one occurs, before they expound its demerits or prescribe its consequences.

It seems to me that very serious objections lie against the promulgation of a code of laws, either oral or written, in advance, or at the commencement of the school. If this be done, the scholars instantly adopt the well-known principle of legal construction, that what is not included, is excluded; and hence that every thing is permitted which is not prohibited. But, as he is a bad citizen who has no higher rule of action than the law of the land, so is he a bad scholar who has no other restraint against wrong-doing than the prohibitions of the teacher. No code ever framed by the ingenuity of man, however voluminous or detailed it may have been, ever enumerated a tithe of the acts which an enlightened conscience will condemn; and no language was ever so exact and perspicuous, as to be proof against sophistry and tergiversation. The jurisdiction of the conscience is infinitely more comprehensive than that of the statute book. *Is it right* and not *Is it written*, is the question to be propounded in the forum of conscience. Each scholar brings a conscience to school. If it has not been previously enlightened, on any given point of duty, then there is no punishable blame in the breach of that duty; if it has been previously enlightened, then the tribunal is already open before which the culprit should be arraigned.

Besides, as most of our schools consist of scholars differing very much from each other in regard to age and intelligence, the rules applicable to one portion of them, may be very unsuitable to another; and yet, if relaxed or suspended, in one case, the idea of their permanency and immutability will be destroyed, and with that all their moral efficacy ceases. So there may be cases where peculiar circumstances will take an action out of the spirit of a rule, while they leave it within the letter. Suppose, for instance, in consideration of the many mischiefs which follow in the train of whispering and other modes of communication between scholars, they are peremptorily and altogether forbidden; and suppose that, the next day, a child exhibits symptoms of extreme di tress, or of fainting, or is exposed to some danger which requires instant warning, shall the general rule be observed at the expense of any consequences; or, if violated, shall it be punished?

Doubtless too, it has happened and not very unfrequently, that the idea of the offense was originally suggested by the prohibition, and thus the law has led to its own infraction, as, with ignorant and superstitious persons, predictions often procure their own fulfilment.*

FIRST IMPRESSION MADE BY A TEACHER SHOULD BE FAVORABLE..

A vast deal of the success of a school depends upon the first impression made by the teacher upon it. And by a well-conducted conversation with the scholars, at its commencement, and before any prejudices against its requirements have sprung up, or any temptations to disobedience been presented, the good will of many, to say the least, may be propitiated. There are some points, indeed, absolutely essential to the prosperity of a school, respecting which the teacher is in the hands of the scholars,—wholly dependent upon their cooperation,—such as the punctuality and regularity of their attendance, and, not unfrequently, their being provided with text books and other instruments of learning. And in regard to other points falling more directly within the teacher's control, his only hope of reaching the highest success depends upon securing their assistance. A few hours, therefore, at the beginning of a school, and an occasional one afterwards, as the age and capacities of the scholars may require, may be most beneficially spent in a familiar exposition of the great purposes for which the school has been opened, and of the means and observances by which alone its highest prosperity can be secured. A teacher can hardly enter a school of children, collected from various families, and subjected to various home influences, without finding some, at least, who have an essentially false view of the object for which they have attended. He must throw light forward to show them the true nature of that object. Among the topics introduced by him, in his first friendly discourse to the youthful group collected around him, may be the duty of cultivating the spirit of honor and kindness to each other; a desire

* The story of the Catholic priest and the ostler is not inapposite. When an ostler had finished making confession of his sins, the priest enquired of him if he had ever greased the teeth of his customers horses to prevent them from eating their oats. The ostler not only replied in the negative, but said he had never heard of such a thing. The next time he went to the confessional, the first offense which he had to acknowledge was, that he had been greasing the teeth of his customers' horses.

for each other's improvement as well as for their own; and a determination generously to assist their companions in improving the advantages of the school. Let him deprecate the meanness that would try to put off blame upon another, for the sake of shielding one's self; that would even risk the concealment of a fault, for which another might be unjustly blamed or suspected; that would triumph in any success, which would give pain to the innocent; and let him fill their bosoms with a noble scorn of deception and falsehood. Let him make his company of hearers perceive, that knowledge should only be trusted to those who will use it conscientiously;—and this he can do by a graphical description of some immoral great man, who has used power and knowledge for selfish and wicked purposes. Let him convince them, that he intends to bring into the schoolroom none but the highest motives, and that it is alike their duty and interest to bring into the schoolroom, none but the highest motives. Let more or less of these topics be introduced again,—particularly on the accession of new members to the school, and before time has been allowed for practising or inventing any adroit measures of defiance or deception. If, when new children come into a school, they find its tone a high one, and its habits generous and manly, they will, almost invariably, be assimilated to the prevalent sentiment. Extraordinary cases of perversity may, indeed, occur; but if the new pupils see that the *denizens* of the school make it a matter of honor to govern themselves, instead of being governed by a set of arbitrary rules; if they see such confidence existing between teacher and pupils that each is ready to trust the other, and that the interests of both sides are the same, instead of clashing like those of enemies, they will be ashamed to stand out as exceptions,—as ugly, mis-shapen creatures, in a company where all others are beautiful.

THE GOOD WILL OF PUPILS MUST BE SECURED.

If we take a survey of any department of nature or of art, illustrations and analogies will crowd upon the mind in confirmation of the universal truth, that, if we would exert an influence upon any object, we must first bring it into a condition receptive of that influence. Does not the farmer break up the soil and open it to the sun, before he commits the seed to its bosom in expectation of a harvest? Have not celebrated artists owed their fame as much to the careful preparation of their materials, as to the skill with which they afterwards combined them? By softening agencies of fire or steam, the mechanic overcomes the rigidity or inflexibleness of his materials, before he attempts to mould or to bend them to his purpose; yet the chemical changes effected by heat, through the innermost particles of the bar of iron which the smith wishes to fashion anew upon his anvil, are not deeper or more transmuting, than the spiritual changes wrought upon the inmost emotions of a child's soul, by a demeanor of dignity and by looks and tones of affection, on the part of the teacher. When the All-bountiful Giver of the seasons wills to overspread our hemisphere with vegetable beauty and luxuriance, He does not scatter abroad His treasures of snow and of hail, nor bind the rivers in the death-like embraces of frost; but He causes the sun to draw near and the genial rain to descend; He scatters the infinite drops of dew over the earth and summons the warming winds from the chambers of the south. Whatever is to be done, whether in the works of nature or of art, the material, which is to be wrought upon, must first be adapted to the work.

All teachers look upon books and apparatus as indispensable to the highest progress of a school; and hence the sending of a child to school with a demand that he should be taught, but without the common instrumentalities for teaching him, they justly regard as a Pharaoh-like requisition. Yet how much more indispensable are a desire and a purpose to learn, in the breast of a child, than a book in his hand! A spelling-book, a geography, and so forth, are very desirable; but a disposition o use them, is indispensable. Parents must supply the books; but teachers,—with the help of the parents where they can have it, and, as far as possible, without that help where they cannot have it,—must supply the disposition. Let this be done, and we may safely affirm that the laws of nature are not more certain than that the child will learn, for it is a law of nature that he will.

DISMISSAL OF REFRACTORY SCHOLARS FROM SCHOOL.

If a teacher stands in the place of the parent, why should he dismiss any scholar from his school, (unless temporarily,) any more than a parent should expel a child from his household? There is no Botany Bay, to which such a child can be banished. Instead of crossing the ocean t› another hemisphere, he remains at home.

For all purposes of evil, he continues in the midst of the very children from among whom he was cast out; and when he associates with them out of school, there is no one present to abate or neutralize his pernicious influences. If the expelled pupil be driven from the district where he belongs, into another, in order to prevent his contaminations at home, what better can be expected from the place to which he is sent, than a reciprocation of the deed, by their sending one of their outcasts to supply his place; and thus opening a commerce of evil, upon free trade principles. Nothing is gained while the evil purpose remains in the heart. Reformation is the great desideratum; and can any lover of his country hesitate between the alternatives of forcible subjugation and victorious contumacy?

In cases, however, where the dangerousness of the symptoms will no longer permit delay, there is an immense difference in the modes of treating a malady. We know that a mere pretender to medical or surgical knowledge, will aggravate the puncture of a pin into a mortification, fatal to life; while, by anodyne and restorative, the skilful practitioner will cure the gangrene itself. So, in the case of a distempered will, it may be inflamed and exasperated, by fiery and passionate appliances, into incorrigibleness and misanthropy; or, on the other hand, it may be restored to soundness and docility, by reproofs or chastisements administered in wisdom and love.

PUPILS MUST BE TRAINED TO SELF-GOVERNMENT.

One of the highest and most valuable objects, to which the influences of a school can be made conducive, consists in training our children to self-government. The doctrine of No-government, even if all forms of violence did not meet, the first day, to celebrate its introduction by a jubilee, would forfeit all the power that originates in concert and union. So tremendous, too, are the evils of anarchy and lawlessness, that a government by mere force, however arbitrary and cruel, has been held preferable to no-government. But self-government, self-control, a voluntary compliance with the laws of reason and duty, have been justly considered as the highest point of excellence attainable by a human being. No one, however, can consciously obey the laws of reason and duty, until he understands them. Hence the preliminary necessity of their being clearly explained, of their being made to stand out, broad, lofty, and as conspicuous as a mountain against a clear sky. There may be blind obedience without a knowledge of the law, but only of the will of the lawgiver; but the first step towards rational obedience is a knowledge of the rule to be obeyed, and of the reasons on which it is founded.

The above doctrine acquires extraordinary force, in view of our political institutions,—founded, as they are, upon the great idea of the capacity of man for self-government,—an idea so long denounced by the state as treasonable, and by the church as heretical. In order that men may be prepared for self-government, their apprenticeship must commence in childhood. The great moral attribute of self-government cannot be born and matured in a day; and if school children are not traind to it, we only prepare ourselves for disappointment, if we expect it from grown men.

IMPERFECT RECITATIONS SHOULD BE PREVENTED OR EXPOSED.

Lessons should be such that they can be competently mastered by all the scholars in the class, unless in cases of remarkable dulness. Some of the less forward or less bright, may require a little extra assistance,—which should be freely rendered to them,—but if there be any members of the class who cannot make themselves tolerably well acquainted with the lessons, they should be removed to another class. Habitually to break down at a recitation has a most disastrous influence on the character of a child. It depresses the spirits, takes away all the animation and strength derived from hope, and utterly destroys the *ideal* of intellectual accuracy, which is next in importance to moral accuracy;—on which, indeed, moral accuracy so often depends. It is still worse when the whole class fails. Shame never belongs to multitudes. It is a feeling which arises when we contrast our own deficiency or misconduct with the opposite qualities in others; but where all are equally deficient, or equally wrong, there is no opportunity for such a contrast. Common deficiency at the recitation, begets a mingled feeling of contempt for the study, and recklessness of reputation, which is fatal to all advancement. It may begin by merely disheartening the pupil, but it will soon become disgust towards the study. Few things are of more baneful tendency than to have a scholar or a class leave the recitation-stand, after a half hour of blundering and darkness, with

no sense of shame or regret at the dishonor. Few things are of more evil augury, than for children to become so inured, by frequency, to having marks of discredit entered against their names, that they grow indifferent and callous to a recorded censure. Such children lose all that delicacy of feeling, that fine sensitiveness to honor, which are strong outposts of virtuous principle. Day after day, to have a dishonorable mark set upon the body, or the hand, or *on the name*, without any feeling of regret or effort at amendment, is as deplorable for a boy or a girl, as it would be for a man or a woman to receive, without shame and without compunction, a tenth or a twentieth sentence to the house of correction or jail. The former, indeed, foretokens the latter.

But suppose the character of the lesson to be rightly adjusted to the capacity of the learner;—still a brood of temptations lurk around. In the first place, there is the device of getting one part of the lesson better than the rest, under the expectation of being questioned on that part. How often has this been done! In some of the studies, it is to be forestalled and excluded by the method, before described, of putting each question to the whole class, waiting a sufficient time for each pupil to think out the answer in his own mind, and then calling upon some one by name, to answer it. The naming of the scholar to give the answer should be in no set order, but promiscuous. This method especially applies to grammar, to oral spelling, to oral recitations in geography, and to mental arithmetic. In written arithmetic, a question for solution may be propounded, and one pupil required to state the first step in the process, and then another pupil in another part of the class, the second, and so on, until the explanation is completed. Where there is, as there should be in every school-room, a sufficient extent of black-board to allow the whole class to stand before it at once, a separate question may be given to each member of the class, to be wrought upon it. Occasionally, when the solution is half completed, the pupils may be transposed, and each one required to examine and complete his neighbor's work.

It sometimes happens that scholars experiment upon the numbers, or terms, of an arithmetical question. In proportion, for instance, if they have no knowledge of the principle which should guide them, they may try the effect of multiplying two of the numbers together, and dividing the product by the third; but if that does not yield the right answer, they may transpose the order, and try again; and, in the end, having exhausted all the errors, they will obtain the truth. But they will know that they have arrived at the truth, only by a comparison of their result with the answer in the book. They will not know on what principle the true answer was obtained; and, on attempting a solution of the next question, they will be as ignorant as ever, and be again obliged to go through with the same experimental process. In order to prevent this appeal to chance, instead of an appeal to principle, the class may be occasionally required to lay aside their slates, and to work out all the questions contained in a lesson, on paper. Here they will not be able to obliterate what they have done, as they can do on the slate; and therefore, the teacher, by a single glance of the eye, can see the track which the mind has made, whether straight or circuitous, in its search after the answer. He will also see the mechanical correctness with which each step may have been performed.

Frequent reviews, by carrying the pupils a second time over the ground they have traversed, will be another means of determining whether they have left any part of it unexplored.

Devices or excuses to escape the lesson altogether, when the pupil is conscious of not having faithfully learned it, are an aggravated form of the evil above mentioned; and it should be guarded against by an examination of the absentee upon the omitted lesson, at another time.

The knowledge that is lost is an insignificant matter, compared with the trickish habit that is gained. The avoidance of the lesson has deprived the intellect of so much exercise, and therefore has prevented whatever of strength that exercise would have given; but the means by which the lesson was avoided, have given exercise and strength to motives of deception and fraud. Herein lies the lamentable character of the deed. It is only a misfortune to be ignorant, but it is an unspeakable calamity to be dishonest. However vigilantly the teacher may look after the intelligence of his charge, he should use a thousand times more vigilance in preserving their integrity. Limited attainments are not incompatible with a high degree of happiness; but every immoral act diminishes the capacity for happiness forever and ever.

Another means of avoiding study,—and I am sorry to say I have found no little evidence of its existence,—is, after procuring some fellow-pupil, or other person, to perform the work which the teacher has assigned, to present the work thus performed by another, as the product of one's own labor. The intellectual loss and injury of such a course are great. It leaves the mind unexercised, when it was one of the principal objects of the lesson to exercise it. It also disqualifies the pupil more and more for mastering subsequent lessons. A scholar who did not get his lessons last week, through indolence, may be unable to get them this week, through incapacity, and next week he may give them up in despair. But the most deplorable quality of such conduct is, that it is an *acted* falsehood; and, as subsequent lessons are mastered with so much more difficulty, after the omission of preceding ones, the power of the temptation increases, in a geometrical ratio, at each succeeding step.

The cases above referred to are generally those where assistance is obtained out of school; but the prompting of a fellow-pupil in school, and during the recitation, comes under the same general head, and incurs the like mischievous consequences. To guard against the latter species of misconduct, the teacher should be all eye and all ear. He should be so familiar with the lesson, that he can devote his whole attention to the class, instead of occupying the time in preparing himself, by looking at his book, to hear the successive answers. His eye should be on them, on their account; and not on his book, on his own account.

TEACHERS' MEETINGS AND ASSOCIATIONS.

Independent of the addresses and discussions on topics connected with the classification, discipline, and instruction of schools, introduced in connection with the general subject of school improvement, at the public meetings held in different towns, special meetings of teachers have been held during the winter, for their own individual and professional improvement.

The Washington County Teachers' Institute, which was organized in October, 1844, has held a session at Kingston, Exeter, Hopkinton and Wakefield.

Several teachers in Portsmouth and Middletown, at the suggestion of Thomas G. Potter, formed the Portsmouth Teachers' Association, on the 30th of December last, with the following Constitution.

Article 1st. This Association shall be called the Portsmouth Teachers' Association.

Article 2d. The object of this Society shall be the dissemination of useful knowledge among its members, and through them to the children committed to their care, by meeting as often as may be expedient, for familiar conversation and an examination of the various branches of education, on which we may be called to impart instruction.

Article 3d. The officers of this Society shall be a secretary, (who shall be chosen for one school term, and whose duty shall be to keep minutes of the Association, and conduct such correspondence as the Society may order him by vote,) and a chairman pro tem. who shall preside over the meeting for which he is chosen, and may select some subject for the consideration of the next meeting.

Article 4th. Any teacher may become a member of this Association, by subscribing his name to this Constitution, and any member may cease to be such by making known his wish to that effect, either verbally or in writing, at any meeting of the Society.

Article 5th. This Constitution may be changed at any meeting of the Association, and any minor regulations may be established in a similar manner.

The Association has met every week since the date of its formation. One of the members in a communication respecting their proceedings, concludes with saying, "I wish I could make this communication as interesting to you as the meetings have been to its members."

The teachers of Warren have held meetings for familiar discussion, on methods of instruction and discipline, every two weeks, as have also the teachers of Newport.

The teachers of Scituate and Foster, to the number of fifteen or twenty, have attended the meetings of the Association for their towns, and taken part in the discussions of topics relating to the improvement of their schools this winter. Several teachers from Glocester have also been present.

The teachers, both male and female, of Pawtucket, Central Falls, Valley Falls, Bernon, Globe, Manville, Cumberland Hill, and of a few other schools in Cumberland, Smithfield, and North Providence, have attended the meetings in these towns, and taken an active part in the discussions.

The following are among the subjects which have received attention in these meetings of teachers.

The classification of schools, particularly in rural districts.
The policy of promulgating a code of rules for the government of a school.
Modes of interesting and bringing forward backward scholars.
The dismissal of refractory scholars from school.
The daily order of recitations.
The use of the Bible in school.
Devotional exercises at the opening and close of the school.
How to train scholars to habits of neatness.
How to preserve the school-house from injury and defacement.
Frequency and length of recess.
How to secure the proper ventilation, and uniform temperature of a school-room.
Methods of teaching Spelling, Pronunciation, Definitions, Composition, Reading, Geography, Grammar, Mental and Written Arithmetic, and other studies.
Motives by which children shall be incited to study.
The extent to, and modes by which whispering can be prevented.
The evils of truantship.
The cultivation of a right state of feeling towards the school among pupils and parents.
Boarding round.
Plans of School Registers.
Length of the school—week and month.
How to prevent or detect imperfect recitations.
The use of monitors in large schools.
The management of young children in winter schools.
Uses of the slate and blackboard in the instruction of small children.
Modes which the teacher can adopt to secure the punctual and regular attendance of scholars at school.
Plans for interesting parents and especially mothers in the schools where their children attend, and for securing visits from them.
Errors committed by school committees and superintendents in the examination of teachers and of schools.
The *rights* of the teacher.

DISTRICT SCHOOL JOURNAL OF THE STATE OF NEW YORK.

FEBRUARY, 1846.

This number of the Journal opens with the following announcement from its new editor, S. S. Randall, Esq., the Deputy Superintendent of Common Schools.

While he cannot hope to equal, much less to surpass, the zeal, ability, and devotion which characterized this distinguished champion of our common school system, in this his favorite field of labor, he ventures the assurance that no pains shall be spared, and no industry be wanting in the endeavor to sustain the high reputation which the Journal has already attained—to make it the faithful exponent of the enlightened spirit of the age in reference to the great interests of elementary public instruction—to render it a welcome and instructive guest at the family fireside, and on the teachers' table; and to enhance its utility as the direct organ of communication between the department and the various officers connected with the local administration of our common school system. It will be the representative and advocate of no partial views or favorite hypotheses—the organ of no sect—the instrument of no narrow and distorted theory of education, but its columns will at all times be open to the full and free, but temperate discussion of all subjects having a direct and practical bearing upon the education of the people and their children. And the editor will endeavor to avail himself, in the discharge of this portion of his duties, of the assistance of the ablest teachers and most experienced educators of the state. Much of the merely local information heretofore communicated through the Journal, must necessarily be dispensed with, in order to afford room for the discussion of topics of more general and comprehensive interest; and a portion of each number will be exclusively devoted to scientific information, and miscellaneous selections from the purest and most attractive sources, designed to improve the intellectual and moral faculties of the youth of our land. In short, it is the intention and design of the editor, aided as he hopes to be by individuals in whom the friends of education have been in the habit of reposing the highest confidence, to render the Journal the true friend and instructive companion of youth—the teacher's safe manual of reference—and the school officer's best guide in the discharge of his burdensome and responsible duties. Above all will it be his ambition and endeavor to infuse into our entire system of popular education, that comprehensive and enlightened spirit of Christian morality—that appreciation and practical application of the great elements of TRUTH, GOODNESS, ORDER, HARMONY, PURITY, and DUTY, which, alone, can permanently elevate and improve humanity.

PROGRESS OF EDUCATION IN OTHER STATES.

Under this head we intended to have noticed the following school documents, received since January 1, 1846.

Annual Report of the Superintendent of Public Instruction for Michigan. 1846. p. 150.

Circulars of the Superintendent of Common Schools for Vermont. p. 24.

Annual Report of the Superintendent of Common Schools, for New York. submitted January 20, 1846. District School Journal, February, 1846.

Twelfth Annual Report of the Superintendent of Common Schools of Pennsylvania, for the school year ending June 3, 1845. p. 12.

Annual Report of the Secretary of State on the condition of Common Schools of Ohio for the year 1845 p. 32.

Second Report of the Board of Visitors of the Natchez Institute, Mississippi. p. 12.

We propose to devote one or more numbers of the Extra Journal to an abstract of the statistical information, and suggestions of improvement, contained in these documents.

RECEIPTS FOR THE JOURNAL.

B. F. Clarke, Brand's Iron Works,	$3 00	C. C. Greene, Exeter,	$3 00
Rev. Charles T. Brooks, Newport,	50	C. S. Hazard, Warren,	2 12
William C. Chapin, Fall River,	50		1 50
Dr. Dinsmore, Providence,	50	William Sherman, Fall River,	3 00

Providence, Feb. 16, 1846. THOMAS C. HARTSHORN.

EXTRA. [March 1, 1846.] NUMBER VIII.

JOURNAL

OF THE

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The JOURNAL OF THE RHODE-ISLAND INSTITUTE OF INSTRUCTION will be published on the 1st and 15th of every month, until a volume is completed by the publication of twelve numbers.

Each number will contain at least sixteen pages in octavo form: and in addition, from time to time, an EXTRA will be published, containing official circulars, notices of school meetings, and communications respecting individual schools, and improvements in education generally; and one of a series of "*Educational Tracts*," devoted to the discussion of important topics, in some one department of popular education.

The volume, including the EXTRAS and "*Educational Tracts*," will constitute at least three hundred pages, and will be furnished for fifty cents for a single copy; or for three dollars for ten copies sent in a single package; and at the same rate for any larger number sent in the same way.

The subscription must be paid on the reception of the first number.

HENRY BARNARD, Commissioner of Public Schools, Editor.

THOMAS C. HARTSHORN, Business Agent.

PROVIDENCE, March 1, 1846.

PROGRESS OF EDUCATION IN OTHER STATES.

In this and the succeeding number of the Journal, we shall aim, in the language of the article setting forth the objects of this periodical, "to give information of what is doing in other states, with regard to public schools, and other means of popular education, with the view of keeping alive a spirit of efficient and prudent action in behalf of the physical, intellectual and moral improvement of the rising and all future generations in the State."

MASSACHUSETTS.

In Number 3, of the *Educational Tracts*, we have given an outline of the history and present state of the school system of Massachusetts, with statistical tables made up from the *Abstract of School Returns for* 1845, together with remarks from Mr. Mann's *Ninth Annual Report*, showing the actual condition of the common schools, in several important particulars. We continue our extracts from the "*Ninth Annual Report of the Board of Education, together with the Ninth Annual Report of the Secretary of the Board.*"

STATE NORMAL SCHOOLS.

The situation of the three State Normal Schools is, in a high degree, flourishing.

The school at Bridgewater, under the charge of Mr. Tillinghast, assisted by Mr. Greene, is, as the visiters report, conducted with much wisdom. It was apparent, at the examinations, that eminently successful efforts had been made to render the

pupils thoroughly acquainted with all the branches, in which it will be their business to teach; and the promptness, and precision of their answers, were, in a high degree, gratifying.

Careful attention, evidently, had been paid to the morals, and general deportment of the pupils; and the visiters were satisfied, that the School is carrying out the beneficent design of its establishment.

The number of scholars, during the past term, has been eighty, viz.: sixty males, and twenty females; and when the new edifice shall be completed, on, or before, the first day of July next, it is expected that the instruction of an increased number of pupils will add to the usefulness of the institution.

The Board are interested in learning the fact, that the annual convention of the Alumni of the institution is held in Bridgewater, for the purpose of promoting the cause of education. More than two hundred of the pupils of the school have been present on these occasions; and as scenes, for the renewal of former acquaintance, for the imparting of lessons of experience, and, as affording opportunity for the educational appeals and counsels of the distinguished friends of the cause, they are regarded as important auxiliaries in the work of education.

The School at Westfield is also reported by the visiters, as conferring great advantages upon those who are enjoying its privileges. It is, at present, under the charge of the Rev. Emerson Davis, assisted by the Rev. Perkins Clark.

The examinations of the School were highly satisfactory. No special, previous preparations had been made for them. No parts of the different studies were allotted to the pupils. They differed from an ordinary recitation, only in extending over all the studies which the pupils had been pursuing, during the term; thus affording a satisfactory opportunity of ascertaining the thoroughness of their instruction, and the accuracy of their knowledge.

At the present time, the School may be considered as increasing in numbers, as, it is believed, it is winning its way to public favor.

The Normal School, now at West Newton, continues to sustain that reputation for exact instruction and thorough discipline, which it owed, when at Lexington, to the successive exertions of its principals, Messrs. Peirce and May.

The School was opened at West Newton for the reception of pupils in September, 1844, and the average number in attendance for three terms, has a little exceeded sixty-two. During the present term, now about to close, there have been sixty-eight pupils. The demands upon the principal for Normal Teachers, have increased, and at the last spring and summer terms, Mr. Peirce had more applications than he could supply.

It will be recollected, that during the session of the Legislature, for the year 1845, a Memorial was presented by Charles Sumner, Esq., and others, as a Committee of the friends of Education, setting forth the utility of the system of Normal Schools, in the training and preparation of teachers, and the want of proper accommodations at two of the three schools, in buildings, apparatus and libraries. The memorial concluded, by urging upon the Legislature the appropriation of the sum of $5,000 to be placed at the disposal of the Board of Education, for those purposes, on condition that a further sum, of the same amount, to be obtained by contribution from the friends of the cause, should be placed at their disposal for the same object.

It will be remembered, also, to the honor of the enlightened liberality of that Legislature, that, in accordance with a unanimous recommendation of the Committee on Education, to which Committee it was referred, the prayer of the memorial was granted; and the Governor, with the advice and consent of the Council, was authorized and requested to draw his warrant for the sum of $5,000, in favor of the Board, when the same sum shall be placed at their disposal by the memorialists;—the two sums to be appropriated, by the Board, in providing suitable buildings for the State Normal Schools, and for purchasing apparatus, and libraries therefor.

A satisfactory assurance having been given, that the sum to be raised by the aid of the memorialists, in order to entitle the Board to the liberal appropriation of the Legislature, would be placed at their disposal, it became an important question, as to the towns in which the two schools should be permanently located. Upon this question, an amicable and an honorable contest took place between two towns, in the south-eastern, and two towns in the western parts of the Commonwealth; and the very liberal offers, which were made to the Board, as a part of the sum of $5,000, before referred to, and also for the purposes of convenience and ornament in the vicinity of the school buildings, by the citizens of the towns of Bridgewater and

Plymouth, and Northampton and Westfield, were cheering evidences of the kindly feeling of those citizens towards the cause of learning, and their high estimate of the value of these useful institutions.

In ultimately fixing upon Bridgewater as the location of one of the schools, and Westfield as the place for the other, the Board were governed by considerations which, in their opinion, were decisive in favor of each of these towns. They are, each of them, central and easy of access. The prices of board are exceedingly low, and the inhabitants have manifested the highest interest in the success of the schools and the welfare of the pupils.

It may not be improper here, to mention the amount contributed by the two towns in which the schools are permanently located.

In Westfield, the town, in its municipal capacity, appropriated the sum of five hundred dollars towards the before mentioned sum of $5,000, and the further sum of $300, to be expended in constructing walks, and in raising and ornamenting the grounds in the vicinity of the site of the building. Individuals of that town subscribed six hundred dollars for the first of these objects, and a further sum a little exceeding six hundred dollars, for the second object.

A further sum of $1,500 was raised by School District No. 1, in that town, to be applied towards the erection of the edifice, on condition that a portion of it may be used as a model schoolroom for the instruction of the children of the district, to be connected with the Normal School, under the general superintendence of its Principal.

An eligible site has been purchased for the building, at a cost of five hundred dollars,—the owner of the land having remitted to the Board one half of the estimated value. Contracts have been made for the completion of the building, within the means placed at their disposal, and the building will be ready for occupancy early in the ensuing summer.

During the five years of the existence of the State Normal School at Bridgewater, the inhabitants of that town have manifested a warm interest in its success, and they have contributed liberally to its means. At the time when it was proposed to erect a building for its permanent accommodation, and, of course, to give a permanent location to the school, not only individual citizens, but the town in its corporate capacity, made liberal pecuniary offers to the Board, on condition that the school should not be removed. The question of location, both of the Bridgewater and Westfield schools, was eventually decided, with little or no reference to the pecuniary inducements held out by these respective towns, but on higher considerations of general policy and expediency. It is proper, however, to mention, that the rival towns of Plymouth and Northampton, offered the sum of two thousand each, as a *bonus* to the Board, on condition that the two schools, respectively, might be established within their limits.—*Report of the Board*

TEACHER'S INSTITUTES.

Early last summer, when explaining to that liberal and well known friend of our Common Schools, the Hon. Edmund Dwight, the advantages which might accrue from holding Teachers' Institutes in Massachusetts; and stating my apprehensions to him, that an obstacle to their adoption might arise from their expense, which the country teachers, on account of their small compensation, might feel unable to incur; he generously placed at my disposal the sum of one thousand dollars, to be expended in such manner as might be deemed most expedient for promoting the object. This sum was amply sufficient for a fair trial of the experiment, as will be seen by the following plan: Suppose the number of four Institutes to be decided on; suppose ten working days to be fixed upon as the time for their continuance; and suppose a bounty of two dollars, towards defraying the expenses of board, to be offered to each of the first hundred who should apply for admission as members,—there would still remain a sufficient sum to pay for rooms, lights, attendance, and so forth, and to defray the *actual expenses* of teachers and lecturers. It was presumed that a sufficient number of eminent teachers and lecturers could be found, whose personal services would be gratuitously given for so noble an object;—an expectation which was not disappointed. Such being an outline of the plan contemplated, it became necessary to decide upon the places where the Institutes should be held. Perhaps there was no great difference in point of eligibility, between many different places in the State that could be named. Still, however, a selection must be made; and the choice of

one place necessarily involved the exclusion of others. I make this remark, because now, since the Institutes have so admirably succeeded, the question is sometimes put to me, by persons living in different localities, why some town in their own vicinity had not been chosen.

After the best consideration that could be given to the subject, the towns of Pittsfield, in the County of Berkshire; of Fitchburg, in the county of Worcester; of Bridgewater, in the county of Plymouth, and of Chatham, in the county of Barnstable, were designated. A Circular Letter was issued, which was published in the newspapers, and copies of which were sent to school committees in the vicinity.

All the Institutes were included within a period of five weeks, so as, at once, to improve the most favorable season of the year, and to close the latest, before the customary time for commencing the winter schools. Of course, some of the preceding overlaid the time of the succeeding. I was present at the opening of all but one, (two of them commencing on the same day,) and spent as much time at each as was practicable.

As this class of meetings forms a new instrumentality in the history of our Common Schools; and as it promises to be an efficient means in advancing their welfare, some minuteness of detail in describing the manner of their proceeding, may not be improper. If other States will also give an account of their modes of operation, we may be mutually benefited by each other's experience. In describing the manner of opening the Institutes, I speak of those only at which I was personally present.

After the meeting was called to order, a cordial welcome was tendered to its members; a few remarks were then made respecting the laudable and sacred purpose for which they had assembled together, and religious services, appropriate to the occasion, were performed.

It was then explained, that where many individuals meet together, in order more successfully to carry out a common purpose, it always becomes necessary to have some harmony of view, and some concert of action; and, in order to effect this union of purpose and of conduct, it is essential, so far as the general object may be concerned, that the wills of the whole should be blended together, and become as the will of one man. The following topics were then taken up, separately considered, and disposed of:

First, the mischiefs of absence and tardiness were commented upon;—the interruption of the whole school, occasioned by the late arrival of a portion of its members; the inability of the delinquents themselves to take up the subject then in hand, and follow it out from that point, without knowing what had preceded; the permanent evils of contracting or of indulging a bad habit, and the general annoyance and injustice of a want of punctuality in all the business of subsequent life;—with such other considerations, more or less expanded, as were deemed pertinent to the topic. The question was then propounded to the members generally, whether, during their association together, they would be present, extraordinary circumstances excepted, during each half day of the session; and be punctual also, at the hour of opening the Institute;—by the hour of opening being understood the precise hour,—not ten minutes after it, nor five minutes after it, but when the minute hand of the clock divides the dot upon its face into two equal parts. It was also explained that there never was a greater untruth embodied in a current saying, than that it is nine o'clock till it is ten, or one o'clock till it is two; that it might as well be said that it is sunrise till it is sunset, or New Year's day until the last of December. To school teachers, it was said, may we look, more than to any other class in the community, for establishing correct habits among men, on the subject of punctuality. Those members who had resolved to be present each half day, and also punctual at the hour, were then requested to signify their determination by the uplifted hand—which was unanimously done.

The subject of communication with each other, while the exercises of the Institute were going on, either by whispering, or in any other mode, was then considered. The well known mischiefs of whispering in school were adverted to; the temptation which it holds out to the introduction of thoughts and schemes unsuitable to the time and place; its incompatibility with the stillness which it is desirable to preserve in every schoolroom; the fact that one cannot whisper unless another is whispered to; and the injustice often done to the latter by di-

verting his attention, and breaking in upon his train of thought,—perhaps at a critical point in his investigation, when he is just grasping the idea of which he is in pursuit, and which it may take him a half hour to recover; the enticement which it holds out to duplicity and clandestine practices, in order to conceal the act,—thus gradually undermining the moral sentiment even in cases where outright prevarication or falsehood is not resorted to; the experience of teachers themselves in regard to the evils of whispering;—all these points were rapidly brought into view; and for the sake of setting an example of what a good school should be; and of doing as they would wish to be done by; all the members who resolved to abstain from communication, unless at the season of recess, or on some such extraordinary emergency as should carry its own excuse with it, were requested to signify it by the uplifted hand. To this, an affirmative response was unanimously given.

It gives me pleasure to add, that at each of the Institutes, where these subjects were introduced at the commencement, an adherence to the course of conduct agreed upon, was almost universal. In one or two instances, a departure from the rule was noticed. At the next opening, the fact of an observed infraction of the compact was briefly adverted to; without, however, any mention of names. The case was spoken of as probably resulting from inadvertence, or forgetfulness, or habit; the duty of watchfulness and self-control was renewedly enjoined, so that, on comparison of ourselves with ourselves from day to day, we might turn life to its highest possible use,—progressive improvement.

The subject of commanding the attention was introduced,—the power of concentrating the mind upon a given point, and holding it there until its purpose is achieved. It was stated that many distinguished men,—Sir Isaac Newton among the number,—had referred their superiority over other men, not so much to the possession of greater talents, as to the better habit which they had acquired of using their talents,—to their power of bringing the light of all their faculties to a focus, of turning that focal light upon any object, and commanding it to shine steadily there, until all its mysteries had been read by the illumination. It was explained that all objects in nature have their superficial properties,—their properties which lie upon the surface,—and that all objects have also their profounder properties,—properties which are in-seated and occult, which seem to be hidden away from the common gaze, and can be brought out by those only, who will penetrate to the depths where they lie. As a necessary consequence of this undeniable truth, it must happen, that volatile minds, accustomed to skim lightly over the surfaces of things,—to touch many but to penetrate none,—can be acquainted with shows and appearances only; with the outward and changing phenomena, and not with the inward and governing law; while, on the other hand, those minds which have the power of fixing the attention upon objects, will master their inherent properties and attributes, and thus obtain a knowledge by which all the works of nature may be converted into instruments of power and blessing. Among this latter class of men we are to look for great discoverers and inventors, for profound jurists and statesmen, for eminent men in all the varied walks of life. If a teacher can invest his pupils with the power of fixing the attention, he will confer upon them a benefit as much greater than any amount of mere knowledge he can bestow, as the ability to originate is better than the ability to acquire. As preliminary to fixing the attention of the mind, the senses must be governed. If a teacher would train his pupils to a ready command of attention, he must teach them to command the eye, by looking steadily upon the book, the slate, the black-board, and upon the teacher himself, when he is giving oral instruction. If the eye is suffered to wander, it then receives impressions involuntarily. Those impressions will command the mind, and divert it from the subject it was considering If the mind does not command the eye, the eye will command the mind. Hence, where the teacher finds the attention of a class to be wandering and fugacious, he should, at first, place them where the fewest possible number of objects will attract them, or distract them. He can, at first, command the position of the head, not allowing it to turn away; he can then command the direction of the eye, not suffering it to wander; and, if he has the talent to make his exercises interesting, he will then command the mind, and the work will be done. The teacher who understands his subject so well as to teach without book, has, in this respect, an incalculable advantage over one who is obliged to hold a book in hand, and to consult it at every step. In the one case, the

teacher arouses and attracts attention; in the other, he repels or deadens it. In the one case, he often sees, even before the answer, whether he is understood, or whether the subject is understood; in the other case, it often happens that he does not know, even after the answer, whether or not, it was an intelligent one. The glance, too, of the teacher's eye, carries his voice to the heart.

The spirit of many of the above remarks will apply to the management of the ear, as well as to that of the eye. It is the annoying and odious habit of New England congregations, almost without exception, if a noise happens in any part of the house,—if a cane, or umbrella, or book falls, or an intrusive cur barks, or even a child yawns audibly—although in the midst of the most eloquent and impassioned parts of a sermon or address,—for the whole audience to wheel round their heads, with the promptness, if not with the precision, of a military company on drill. The teacher should suffer no such habits to grow up in the school-room. If they exist there, he should expel them. While attending a recitation, the pupil should be trained to such immobility of position, his senses to such fixedness of attention, and his mind to such a concentration of its energies, that nothing but the cry of "fire," or some equally perilous alarm, would be able to unloose them. We cannot expect that this result will be effected in a single term, nor in a single year; but long before the common period of a school education is completed, this work should be done.

Some writer has made the supposition, that, after the service of prayer should be closed in the church, the audience should see written out upon the walls, all the thoughts in which each member had indulged during the exercise. Doubtless it would be one of the most astounding disclosures ever made! Yet the *disclosure* would not alter the *fact*. In the eye of conscience, all wrong is the same, whether known in the bosom of its author only, or written upon the concave of the sky.

I know not whether the above considerations had any effect upon the members of the Institutes, to whom they were addressed; but more attentive and devoted auditors than they afterwards were, I never beheld.

The responsibility of each member for the neatness and cleanliness of his own seat and desk, and for so much of the space around it, as was properly appurtenant to it, was also brought into view.

Having heard that the proceedings of a considerable number of the Institutes in the State of New York, had been seriously interrupted, by the intrusion of book agents, who flocked to the meetings for the purpose of selling their books, it seemed to me that it would be well, by measures of timely precaution, to arrest the misfortune of having our Institutes, for the improvement of Teachers, converted into book-fairs for the benefit of authors. It is obvious that if one man should appear with a spelling-book; another with a series of reading books; a third with a grammar; a fourth with an arithmetic; a fifth with a geography; a sixth with a history; and another with a machine that could teach all branches at the same time, and almost in no time; the attention of the members would be very much distracted, and the value of the meeting seriously impaired. But it is still more obvious, that if rivals in trade, or espousers of different systems of grammar, arithmetic, and so forth, should encounter each other, at these meetings; their pecuniary interest in the sale of their works, or their initincts of paternity for the systems they had originated, might lead, at least to earnest and absorbing discussion, if not to the formation of antagonistic parties. Excited feeling might magnify trivialities into importance, while great principles were overlooked; and thus the time of the Institute might be unprofitably spent. It was therefore proposed and agreed upon, that if authors or booksellers should ask for a hearing, they should be treated with all civility and respect, but requested to wait until the day succeeding the end of the session. The consequence was, that the time of the Institute was not broken in upon for a minute, by any thing foreign to its legitimate object.

It was not meant, by the above mentioned course, to imply any disparagement of any work designed for schools. It is natural that each author should suppose his own work to possess points of excellence, superior to any other; and that he should wish for an opportunity to diffuse, as widely as possible, the improvements he has originated. But until Institutes shall be held for a much longer period, the time of the members can be more profitably spent upon the methods

and principles of teaching, than upon the difficult work of investigating and comparing the relative merits of different text books.

After going through with an exposition of the views, of which the above is an abstract, it was then stated that such a method of introducing the exercises of the Institute had been adopted, not more on account of its intrinsic pertinency and propriety, than as an example of what it would be well for every teacher to do, on opening his school. It was recommended to all teachers, that, on entering their schools for the first half day, they should make some simple and intelligible explanation of the objects for which they and their pupils had met; and should bring into view the new pleasures and duties growing out of the new relation. This exposition by the teacher should occupy a longer or a shorter period of time, and the range of topics introduced should be more or less extensive, according to the ages and capacities of the pupils. It is believed that such a course might be made an efficient means of conciliating the favorable regards of the scholars, and of imparting to their minds some more adequate views of the great purposes for which they assemble in the schoolroom. The benevolent interest taken in their welfare by the town which has voted its money, by the district which has provided a schoolhouse, and by their parents who have supplied them with books and sent them to school; the corresponding obligations of gratitude and of diligence; the teacher's own interest in their welfare; his readiness and his desire to assist them, and his willingness to supply all their reasonable wants;—these, or similar topics might be introduced by every teacher, in a sort of *Inaugural* address. If children are, to any extent, rational beings, their reason should be addressed; if they have affections, those affections should be appealed to. There will be room enough after this, for the stern mandates of authority. And every intelligent man knows, every Christian man feels, that the severe voice of authority will have infinitely more power, when summoned as the ally of reason and the affections, than when invoked in their absence, or as their antagonist.

After the above preliminaries, the regular exercises of the Institutes were commenced. Instruction was given in hand-writing, and good hand-writing was analyzed into its elements;—in reading, in correct pronunciation and enunciation, and, above all, the doctrine was enforced that children should be made to understand what they read; in orthography and syllabication, particularly in regard to the classes of words most frequently mis-spelt or mis-divided; in some of the general laws of language, of which grammar is a more or less perfect collection;—in arithmetic, especially the fundamental rules, and their methods of proof;—in geography and map drawing;—in the principles which should govern in the classification of schools;—in vocal music;—in the indispensableness of moral culture, &c. &c. Observations on the best methods of teaching each branch were interspersed in all the exercises pertaining to that branch. Each subject was explained in the manner,—although, of course, with more condensation and brevity,—in which it should be explained to a class of children. Different methods of proceeding were not only explained, but exemplified. The members were taken to the black-board to solve problems and to draw maps. After a subject had been gone over by the teacher, some experienced member of the institute,—and several were present who had taught more than twenty years,—was requested to take the platform, and repeat the method exhibited, or suggest a new one. And, at last, the whole subject was thrown open, to give each one an opportunity to present his views, or the results of his experience. Of course, a long and regular drill in the different branches of study, like those given at the Normal Schools, was impracticable. The exercises were necessarily confined, in the day time, to different methods of teaching, illustrating and explaining; and, in the evening, to lectures on subjects in which every teacher must feel an interest.

Throughout the whole, a point never lost sight of was, to *exhibit*, as well as to *explain*, the style of teaching recommended. I will illustrate this by an example. In no instance were questions put to the members, in a fixed and stated order, according to the arrangement of their seats, or to their position when standing. The question was first propounded to all. After waiting for a sufficient length of time to allow each one to prepare, mentally, the best answer practicable, an individual was then designated to give the answer orally. If the one called upon was unable to answer, another was named, (in this case without

delay;) and if two or three special calls proved unsuccessful in obtaining an answer, the question was then thrown open to all the members. Almost without exception, this general call brought out a correct response. Then, for the purpose of impressing the true result upon their minds more deeply, it was repeated simultaneously and energetically by all the members. Another question was then propounded, and so on.

In this way, the attention of the whole was kept upon the alert, for each one knew his liability to be called upon; and the exercise never proceeded far, before becoming deeply interesting and exciting. How different is it, when the members of a class are called upon in regular rotation, as they may sit or stand. Suppose a class to consist of twenty, the lesson to be geography, and the questions to be propounded to them in the order of their position. As soon as one has answered, or endeavored to answer, he knows that a question is to be put to nineteen others before it will become his turn again. Although it is possible that his mind may follow the circle of interrogation as it moves round and round; yet the chances are a hundred to one against it. Vastly more probable is it, that his mind will wander off to any sight or sound that may arrest his eye or ear; or that it will be occupied with the recollection of some amusement that is past, or be laying a plan for some that is to follow. Pursuing such a course, the teacher would rarely have the earnest and unwavering attention of more than one pupil in his class, at the same time. The rest will feel like sentinels off duty, and think they have a right to sleep. But, let him adopt the other course,—first propounding the question, waiting a brief space for each one to prepare a reply, and then naming an individual to announce it,—taking care to call most upon those who had seemed to be least attentive,—and he will rarely fail of commanding the attention of all. He will secure the operation of twenty minds instead of one; and each individual will listen to the answer which is given, in order to compare it with the one he himself had prepared. This course, too, if skilfully pursued, will deepen the interest in intensity, as much as it will multiply the number of those who partake in it.

After the members of the Institute had been exercised in this way, it was referred to their own consciousness, whether they had not felt the necessity of bestowing closer attention; and whether, in fact, they had not bestowed closer attention, than they would have done, if the questions had been proposed to them in the order of their seats,—as though the seats and not their occupants were the things to be regarded. The consideration was then pressed home upon their minds, that if they had felt the effect of such a mode of questioning, it would be felt by their pupils far more than by themselves.

All the above considerations apply with greatly augmented force, when the number of questions to be put, or parts to be assigned, is less than the number of persons in the class. In such case, if the order of rotation be adopted, a portion of the class will know, as soon as the first call is made, that they are exempted from any part in the exercise.

It is hardly necessary to add that, in some studies, there is a better way than the above;—as in arithmetic or map-drawing, for instance, where there should be a black-board, sufficient in extent to allow each member of the class to stand before it, and to work upon it, at the same time.

The value of another method was not only enforced by argument, but exhibited in practice. Except in reading, spelling, and parsing, not one of the teachers was seen with a book in his hand; and the members were referred to the effect which this method of teaching produced upon their own minds;—whether they could not testify, from their own experience, that it had more of life, of energy, of directness, of pertinency, than the method of reading stereotyped questions from the margin of a book, and then examining the text, to decide upon the correctness of the answer.

As one exercise,—combining, however, many others,—each member was requested to write a letter, paying attention, not only to style, orthography, syllabication, punctuation, and capitalizing, but also to the manner of dating, addressing, subscribing, folding and superscribing it. On an examination of the letters, suggestions were made on all these points. It is a subject on which teachers, in all our schools, should give instruction. Were this done, it would save many of those unsightly and ridiculous missives that now go through the Post Office.

At some of the Institutes, the members briefly related their experience on the subject of "School Discipline." A great degree of unanimity, both in sentiment and practice, was found to prevail. In extreme cases of obduracy, or contumacy, when all other means had been faithfully tried, and tried in vain, the law of force was believed to be a less evil than the lawlessness of passion; but corporal punishment, as a labor-saving instrumentality; corporal punishment, in a state of anger, or even of indifference; corporal punishment, without a preceding, exhaustive process, both of moral and intellectual dissuasives from wrong, was condemned. It was also a remarkable fact, with regard to teachers of experience, that, as they taught longer, they punished less;—demonstrating conclusively to all parents, that, just so far as they can advance the qualifications of teachers, they secure the adoption of higher principles in the government of their children.

I feel bound, before leaving this subject, to bear public testimony to the exemplary conduct, the earnestness and the teachableness of the members composing the Institutes. They seemed to be alike conscious of deficiencies, and anxious to supply them. They seemed to occupy that honorable middle ground, which is equally remote from the arrogance that blindly rejects, and the servility that blindly receives. The whole number that attended was about four hundred. More applied than could be received. The number of applicants at Fitchburg was one hundred and seventy-seven. I believe the members all carried away some new ideas in regard to the art of teaching, deeper impressions in regard to the dignity and sacredness of their office, and a more heart felt devotedness to duty. Before the end of another year, twenty thousand children will come within the circle of their augmented powers of beneficence.

* * * * * * * *

I hope it may be deemed advisable by the Board to commend Teachers' Institutes to the patronage of the Legislature. Though no substitutes for the Normal Schools, yet they have the same object in view. They will, in the first place, obtain most valuable ideas and suggestions from those schools; and in return, they will send better prepared pupils to them.

RETROSPECT OF THE YEAR.

Mr. Mann then sums up his review for the year.

On the whole, the past year, though falling vastly short of what might have been done, and should have been done, has been a season more auspicious to the interests of Common Schools, than any of its predecessors, since the establishment of the Board.

The amount of town appropriations, and the length of the schools, have been substantially increased.

The compensation of teachers is gradually increasing; and the same is true of the number of annual schools, which furnish teachers with permanent employment.

The practice of subdividing districts, in order to bring a school literally to every man's door,—a practice so suicidal to all the best interests of education,—is nearly discontinued. During the last year, I have reason to believe that more districts have doubled their resources and their strength, by union, than have pauperized themselves, by division.

Several large towns have abolished their districts, purchased all the schoolhouses, and assumed the legal liability of providing houses and teachers, in their corporate capacity;—thus introducing a system which will shortly lead to equally good houses, and equally good schools, in all parts of the town.

Several towns, where the schoolhouses were among the poorest in the State, and where all attempts at renovation had been successfully resisted, have at last yielded to the demands of public opinion, and supplied themselves with commodious edifices.

The extraordinary facts exhibited in my last Report, respecting the manner of apportioning school money among the districts, have turned public attention to that important subject. Those facts have already induced some towns to make very material modifications in the manner of distributing their money; and they promise to do the same thing in many more. The great doctrine, which it is desirable to maintain, and to carry out, in reference to this subject, is, *equality of school privileges for all the children of the town, whether they belong to a poor district or a rich one; a small district or a large one.*

A general interest has been awakened in some towns, upon which a deep sleep had fallen before. During no year, since my original appointment, have my advice and assistance been so frequently requested, respecting the best methods of arranging and improving our school system.

OUR DUTIES FOR THE FUTURE.

Improvement in schoolhouse architecture,—including in the phrase all comfortable and ample accommodations for the schools,—is only an improvement in the perishing body in which they dwell. A more perfect organization of the schools themselves, by a wisely graduated classification of schools and scholars, and by the assignment of such territorial limits as will best combine individual convenience with associated strength, is only an endowment of that perishing body with a superior mechanism of organs and limbs. The more bounteous pecuniary liberality with which our schools, from year to year, are maintained, is only an addition to the nutriment by which the same body is fed, giving enlargement and energy to its capabilities, whether of good or of evil, and empowering it to move onward more swiftly in its course, whether that course is leading to prosperity or to ruin.

The great, the all-important, the only important question, still remains;—By what spirit are our schools animated. Do they cultivate the higher faculties in the nature of childhood,—its conscience, its benevolence, a reverence for whatever is true and sacred; or are they only developing, upon a grander scale, the lower instincts and selfish tendencies of the race,—the desires which prompt men to seek, and the powers which enable them to secure, sensual ends,—wealth, luxury, preferment,—irrespective of the well-being of others? Knowing, as we do, that the foundations of national greatness can be laid only in the industry, the integrity, and the spiritual elevation of the people, are we equally sure that our schools are forming the character of the rising generation upon the everlasting principles of duty and humanity; or, on the other hand, are they only stimulating the powers which lead to a base pride of intellect, which prompt to the ostentation instead of the reality of virtue, and which give augury that life is to be spent only in selfish competitions with their fellow-men? Above all others, must the children of a republic be fitted for society, as well as for themselves. As each citizen is to participate in the power of governing others, it is an essential preliminary, that he should be imbued with a feeling for the wants, and a sense of the rights, of those whom he is to govern; because the power of governing others, if guided by no higher motive than our own gratification, is the distinctive attribute of oppression;—an attribute whose nature and whose wickedness are the same, whether exercised by one who calls himself a republican, or by one born an irresponsible despot. In a government like ours, each individual must think of the welfare of the State as well as of the welfare of his own family; and therefore, of the children of others as well as of his own. It becomes then, a momentous question, whether the children in our schools are educated in reference to themselves and their private interests only, or with a regard to the great social duties and prerogatives that await them in after-life. Are they so educated that when they grow up, they will make better philanthropists and Christians, or only grander savages?—for, however loftily the intellect of man may have been gifted, however skillfully it may have been trained, if it be not guided by a sense of justice, a love of mankind and a devotion to duty, its possessor is only a more splendid, as he is a more dangerous barbarian.

Of all neglected and forgotten duties, in all ages of the world, the spiritual culture of children has been most neglected and forgotten. * * * They have been comparatively neglected until their passions had taken deep root, and their ductile feelings had hardened into the iron inflexibility of habit; and then, how often have the mightiest agencies of human power and terror been expended upon them in vain! * * * Who will deny, that, if one tithe of the talent and culture which have been expended in legislative halls, in defining offences and in devising and denouncing punishments for them; or of the study and knowledge which have been spent in judicial courts, in trying and in sentencing criminals; or of the eloquence and the piety which have preached repentance and the remission of sins, to adult men and women, had been consecrated to the instruction and training of the young, the civilization of mankind would have been adorned by virtues, and charities, and Christian graces, to which it is now a stranger?

The remaining portion of Mr. Mann's Report is devoted to an eloquent exposition of the evil inflicted on the spiritual culture of children, by the manner and motive[illegible]h schools are conducted.

NEW YORK.

ANNUAL REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS FOR 1846.

The official documents relating to the practical working of the common school system of this great state, will always attract the attention of every friend of educational improvement. For an outline of the system we refer our readers to *Educational Tract, No.* 1. The following facts and suggestions, gathered from the above report of Mr. Benton, show the present state of the schools.

GENERAL CONDITION OF THE SYSTEM.

Population of the state in 1845, 2,604,495.
Number of counties, 59.
Number of cities, 9.
Number of towns, 835.
Whole number of school districts, 11,017.
Number of entire districts, 8,421.
Number of parts of districts, 5,307.
Number of districts from which reports have been received, 10,808.
Number of non-reporting districts, 299.
Average length of time during which schools have been taught, eight months.
Number of volumes in district libraries, 1,144,579.
Increase over last year, 106,183 volumes.
Amount of public money expended for teachers' wages during the year, $529,855 07.
Amount of public money expended for libraries and school apparatus, $95,182 35.
Amount contributed on rate bills for teachers' wages beyond public money, $456,141 16.
Number of children under instruction during the year, 736,150.
Number of children between the ages of five and sixteen, 691,000.

Amount of public money received from all sources by town superintendents for distribution,		$750,856 24
Amount apportioned for teachers' wages,	$572,683 82	
" " for library &c.	95,561 06	668,244 98
Balance expended under local appropriations,		$82 611 36

Local funds arising from avails of gospel and school lots &c. $20,207 93.

No. of children who attended school for 2 months and upwards, during the year,			534,110
do.	do.	for 4 months and upwards,	336,462
do.	do.	for 6 months and upwards,	189,374
do.	do.	for 8 months and upwards,	94,765
do.	do.	for 10 months and upwards,	48,901
do.	do.	for 12 months.	4,298

Number of private schools, about 2000.
Number of children attending, about 56,000.
Number of children attending schools for colored children, 2860.
Amount of public money applied to such schools, $11,184 92.
Additional amount paid on rate bills, $1,086 18.

AGGREGATE EXPENSE OF THE SYSTEM.

The actual capital of moneys invested by the state, and expended by the authority of law for the maintenance and accommodation of the public schools may be thus stated:—

Productive capital of the school fund,	$2,090,632 41
Unproductive capital of the school fund is estimated at	175,000 00
Amount invested in school houses, other improvements and real estate,	3,739,123 55
	$6,004,755 96

If the principal of the income from the U. S. deposite fund, $165,000 be added as capital,	2,750,000 00
Then the capital is	$8,754,755 96

The amount invested in school houses is taken from the returns of the marshals who took the census of the state in 1845.

Cost of common school buildings,	$2,997,155 97
Cost of other improvements,	135,362 26
Cost of real estate,	606,605 32
Total cost of buildings, improvements and real estate,	$3,739,123 55

The whole annual expense of our schools may be stated as follows, but nothing more than a probable approximation to accuracy is intended in making it.

Interest at 7 per cent. on $3,115,590 55, the cost of school houses, &c, as returned by the marshals appointed to take the census,	$218,091 33
Fuel for 10,837 districts at $8 for each,	86,696 00
Fees of collectors on $222,218 raised by tax at 3 per cent.,	6,666 54
Fees for collecting $458,127 on rate bills at 5 per cent.,	22,906 35
Repairs of school houses average $4 each,	44,072 00
Compensation of town superintendents and town officers, supervisors and town clerk, say,	25,500 00
County superintendents of common schools,	28,000 00
Total estimated expenses,	$431,902 22
Add amount actually expended as ascertained by the returns of 1844, including for libraries,	$997,723 92
Making an aggregate expenditure of,	$1,429,626 14

for the support of schools, exclusive of books and stationery for the use of the scholars. Divide the above sum by 676,732, the number of scholars instructed, and the average cost for each child is $2 11.

SCHOOL HOUSES.

The county superintendents have visited 9,306 school houses during the year ending on the 1st of October, 1845; 7,566 of which were of framed wood; 567 of brick; 519 of stone, and 552 of logs. The number found in good repair was 3,783; in ordinary repair 2,701; and in bad repair 2,761. Only 672 were found containing two or more rooms, leaving 8,643 with but one room; 2,641 were furnished with suitable play grounds, and 6,462 were entirely destitute of such grounds; 2,133 were furnished with a single privy, 1,480 with double privies, and 5,194 were wholly destitute of this appendage. The number furnished with suitable and convenient seats, desks, &c., is stated at 3,811; and the number not so furnished at 6,440. The number provided with proper means for ventilation is 2,950, leaving 6,950 not so provided. Every district in the counties of Kings, Monroe and New York, is provided with suitable privies; while in Allegany 190 out of 251 districts visited; in Broome 110 out of 156; in Chautauque 228 out of 309; in Chemung 89 out of 122; in Columbia 118 out of 182; in Franklin 87 out of 107; in Greene 104 out of 134; in Lewis 96 out of 130; in Putnam 132 out of 163; in Seneca 72 out of 111; in St. Lawrence 243 of 329; in Steuben 65 out of 78; in Suffolk 76 out of 119; in Sullivan 73 out of 87; in Tioga 94 out of 134; and in Warren 83 out of 107, are wholly destitute of privies.

The whole outlay for school houses and their necessary appendages is derived from taxes voluntarily imposed by the tax paying inhabitants of the school districts upon themselves in accordance with an uniform rule prescribed for all, while about one-fourth part of the annual expenses incurred for the support and maintenance of the schools is contributed from the public treasury, and another fourth raised by the boards of supervisors in the counties; the remainder is mostly paid by the patrons of the schools. The law inflicts no other penalties upon the inhabitants of school districts for refusing or neglecting to provide a suitable school room, and to cause a school to be kept a limited time each year by a competent teacher, than the forfeiture of a sum not equal to one half of the annual expense of instruction; hence every burthen beyond the mere tax raised

in the towns is voluntarily assumed, and *this*, it is believed, constitutes the chief excellence of our system of education. The indications of advancement are neither feeble nor doubtful; and when called to witness the construction of new and in many instances commodious school houses, it is painful to notice so much inattention in providing those appendages so necessary to promote the physical comforts of the young and protect their moral sensibilities against the indelicate exposures which must inevitably happen for the want of conveniently arranged privies.

CONDITION OF THE WINTER SCHOOLS, 1844-5.

The whole number of districts visited during the winter term was 5,845; and the aggregate number of pupils in attendance at the time of such visitations respectively, was 225,540. The number of pupils engaged in learning the alphabet, was 11,376; in spelling, 51,627; in reading, 221,886; in arithmetic, 117,075; in geography, 74,788; in the use of globes and other scientific apparatus, 14,298; in history, 14,161; in English grammar, 49,741; in algebra, 3,620; in geometry, surveying and the higher mathematics, 906; in natural philosophy, 7,106; in mental philosophy, 537; in physiology, 1,395; in book-keeping, 922; in composition, 20,601; in definitions, 29,268; and in chemistry and astronomy, 4,532. The number of male teachers employed was 4,751; of female teachers, 1,907; of the former, 154 were under 18 years of age; 1,052 between 18 and 21; 1,874 between 20 and 25; 909 between 25 and 30; and 563 over 30; of the latter, 165 were under 18; 521 between 18 and 21; 516 between 21 and 25; 242 between 25 and 30; and 84 upwards of 30. The number of males who had taught, in the whole, for a less period than one year, was 1,603; and of the females, 348. The number of the former who had taught in the whole more than one year, was 2,911; and of the latter, 1,222. The number of male teachers who had taught the same school for a period less than one year was 3,213—for one year, 710; two years, 339; and three years, 290. The number of females who had taught the same school for a less period than one year was 1,003—for one year, 311; two years, 110; and three years, 100.

The whole number of districts visited was 6,434; aggregate number of pupils in attendance, 209,802; number in the alphabet, 19,571; spelling, 62,830; reading, 193,751; in arithmetic, 117,075; in geography, 69,142; use of globes, &c. 14,406; history, 9,094; grammar, 31,217; algebra, 1,706; geometry and higher mathematics, 906; in natural philosophy, 5,015; physiology, 2,172; definitions, 26,549; chemistry and astronomy, 4,372; number of male teachers, 1,229; female teachers, 5,918; number of male teachers under 18 years of age, 23; between 18 and 21 years, 170; between 21 and 25, 401; between 25 and 30, 268; over 30, 228. Number of female teachers under 18 years of age, 1,018; between 18 and 21, 2,048; between 21 and 25, 1,551; between 25 and 30, 586; over thirty, 238. Number of male teachers who had taught over one year in any school, 897; less than one year, 203; of the females, 3,157 had taught over one year, and 2,209 less than one year. Number of male teachers who had taught the same school less than one year, 510; one year, 270; two years, 150; three years, 173. Number of females who had remained in the same school less than one year, 3,905; one year, 1,025; two years, 333; and three years, 157.

COMPENSATION OF TEACHERS.

The average of the wages paid to male teachers during the winter term, was $13 37 per month, and during the summer, $14 25, exclusive of board; and the average paid to female teachers during the former, was $7 00, and for the latter, $6 00 per month, also exclusive of board. This compensation does not vary much from that of the previous year, but the average is somewhat less than was paid in the year 1843, occasioned probably by the employment of a larger number of female teachers during the past than in the former year. It is also believed that the considerable number of males and females under eighteen years of age who are employed by the trustees as teachers and for small wages, tends considerably to reduce the average rate of compensation. The superintendent cannot believe that the services of competent teachers are not at this day duly appreciated, or that the advantages to be derived from the employment of such only, as by their zeal and fidelity in the discharge of their important duties, are not properly estimated by parents and school trustees. Those who "make the business

of teaching a permanent profession," should and in most cases no doubt have, acquired an education equal to every requirement for *that profession*, and possess "an aptness to teach," and a facility to impart instruction to others, which should not fail to place them high in public estimation. The young and talented of either sex in the state, should not hesitate to make choice of this as an honorable, and in the end, a remunerating profession, and those who have commenced in this career of usefulness, should not doubt of ultimate success. By industry and application in their pursuits, and amenity of conduct in their intercourse with others they will soon conciliate the public favor, and the competent, faithful and zealous instructor will find no cause to complain that his services are not justly rewarded. Devotion to duty, excellence of attainments, and correct moral deportment, are qualifications that merit and must receive from parents and the patrons of our schools, their warmest commendations and liberal support. Those parents who have had an opportunity of testing the effect upon the minds and conduct of their children, produced by such teachers, would gladly contribute any reasonable sum to secure such services. Parents ever watchful of the progress and best interests of their children, are not unmindful of their improvement in the branches of education to which they have been devoted, the unfolding of the youthful mind, their propriety of conduct, and desire for advancement. If these are the results and the fruits of the instructors' labor, the proof will be evident that more than an equivalent has been rendered for the price of instruction paid by the employer. Parents should remember that it is more important their children should be correctly and thoroughly instructed in those branches of education assigned to them, than a rapid superficial progress can under any circumstances be expected to accomplish: that the inquiry with them should be, how well has this child been instructed? and not how many studies has he pursued disregarding all thorough proficiency? and that in the first instance it is far easier to impress truth into the youthful mind, than to eradicate an error once fixed there. The teacher must consider how much his own success and his usefulness in his profession depends upon himself. He should also bear in mind that he is entrusted with the education of those who may in a short time control the destinies of a large and wide spread people, and that, if he fails in duty, he commits a moral treason against his country and its institutions.

MUSIC IN COMMON SCHOOLS.

In 1843 the aggregate number of pupils, who attended the common schools, engaged in the study and practice of vocal music in the winter schools was 10,220; in 1844 the number increased to 47,618; and during the year 1845 to 71,890. In the summer terms of 1843 the number was 17,632; in 1844 the number had increased to 43,243; and in 1845 to 77,925, or about one-ninth of the whole number instructed in the schools. These results afford the most pleasing satisfaction at the favorable reception given to an exercise so conducive to health, innocent enjoyment and instruction; and should the ratio of progression continue we shall soon see hundreds of thousands of children engaged at proper intervals in the "study and practice of vocal music" in our common schools.

SCHOOL DISTRICT LIBRARIES.

The number of volumes in these libraries was on the 1st day of January, 1845, 1,145,250, there having been an increase during the preceding year of 106,854 volumes.

The fourth section of the act, chapter 237 of the laws of 1838, appropriated annually the sum of fifty-five thousand dollars to be distributed to the support of common schools in the manner and upon the conditions that other school moneys were by law distributed, but the trustees of school districts were directed to apply the sums received by them to the purchase of district libraries for the term of three years, (afterwards by § 6 of chap. 177, Laws of 1839, extended to five years,) and after that time to the purchase of libraries, or for the payment of teachers' wages, in the discretion of the inhabitants of the districts.

The sixteenth section of the act, chapter 133 of the Laws of 1843, repeals the limitation contained in the above section and directs the whole fifty-five thousand dollars, together with an equal sum to be raised in the counties, to be applied to the purchase of books for district libraries until otherwise directed by law, but in a district having over fifty children between five and sixteen years of age,

and a library exceeding one hundred and twenty-five volumes; or in a district numbering fifty children or less, between the ages aforesaid, and having a library exceeding one hundred volumes, the inhabitants of such district qualified to vote therein, at any special meeting, duly notified for the purpose, and by a majority of votes, may direct the appropriation of the whole or any part of the library money belonging to such district for the current year, "to the purchase of maps, globes, black-boards, or other scientific apparatus for the use of the schools" of such districts.

The whole amount of money received and paid out by the trustees up to the 1st day of January, 1845, on account of these libraries was $577,648 78, covering a period of six years. The average number of books for each library is over one hundred, and in many of the strong school districts having the required number of volumes, to admit of the diversion to that object, the trustees during the past year have in accordance with the provisions of the statute before noticed, applied the library money to the purchase of school apparatus, and it is supposed a more extensive application of these means will be made the present, than has been during the past year, in procuring these essential aids to the teacher and the pupil.

TEACHERS' INSTITUTES.

"Teachers' institutes" and "teachers' drills" have been held during the past year in nearly thirty counties in the state, and were attended by more than three thousand school teachers, for periods varying from two to four and eight weeks of continued session. These voluntary associations are rapidly spreading over our entire state, and are destined soon to occupy much of the public attention. An ardent desire for improvement is seated in the minds of professional teachers; the "schoolmaster is abroad" in search after that educational knowledge which will qualify him to discharge the important duties of his profession, and elevate him and his vocation in public esteem.

The principal of the state normal school, and the professor of mathematics, attended a number of these county "institutes" during the last autumn, and several of its graduates and pupils were called upon to preside over their proceedings and conduct the courses of instruction pursued in them; the pertinent and instructive lectures of the former, and the eminently successful efforts of the latter, have been duly appreciated by the members of the institutes where these services were performed, and that appreciation has been manifested in the most decided terms of approval.

THE COMMON SCHOOL, NOT A PARTY BUT A STATE INSTITUTION.

The successful progress and practical results that have hitherto marked the steady advance of our common school system, present to the mind of the philanthropic statesman, the patriotic citizen, and the moralist, a theme for profound reflection on the prospects of the future, and of grateful recollections of the past thirty years. During this time, amidst all the asperities that have marked the conflicts of mind with mind on other topics, civil and social, the revolutions of political parties, and a material change in the fundamental law of the state, this great and invaluable institution has stood like an ocean rock unharmed and unmoved.

It is an institution of THE STATE; all the powers, however, essential to its successful operation are exercised by the school district electors, on whom it mainly acts, and by the local town and district officers elected by the people, but the authority to supervise, inspect and visit, extends no further than is necessary to produce a uniform and harmonious action in the different counties, towns and districts, and to ensure a faithful execution of the law, and preserve the funds appropriated from misapplication and waste; and in this every parent and every tax-payer, whether a patron of the schools or not, has a common as well as an individual interest to be protected.

Many of the provisions of the present system have been in operation for years, and should be considered as having received the sanction and approval of the popular judgment by long acquiescence, while others more recently engrafted upon it, may perhaps be regarded as not having received that consideration, and this institution, like every other of our country, must be subjected to "the voluntary action of the people," whom it affects, and from whom it receives all its

vitality. Any institution deriving the means for its support and advancement from different sources, without any power to enforce the observance of the rules prescribed to those who may desire to participate in its benefits, but the forfeiture of moneys conditionally offered for acceptance, must necessarily be somewhat complex in the arrangement of its details to ensure a proper administration of the law for its government, and a faithful application of the funds dedicated to its maintenance. Of the amount annually contributed for the support of our common schools, more than two-fifths is appropriated directly from the two funds set apart for that purpose, and from a tax upon the property of those who either cannot directly enjoy any of the benefits resulting from their establishment or voluntarily choose not to do so. A great public exigency fully justifies the exercise of this taxing power, and that exigency demands the most scrupulous application of the means thus provided for the attainment of the objects contemplated by the imposition of the burthen. The state has as good right to know whether the money it contributes to sustain this institution has been faithfully applied and expended, as it has to be informed of the manner its canal finances are conducted, and to hold all to a rigid accountability. The property holder has a right to ask, if this power of taxing is enforced against him, that some legal wall be established to guard against the waste and misapplication of funds which he contributes to the welfare of the state. Some complaints are made against the system as being too complex. It is believed, however, that these objections will diminish as opportunity is afforded to become more intimately acquainted with its various provisions, and the permanence now given to the office of trustee, will no doubt exert a most salutary tendency towards removing these objections.

Such are some of the important statistics and suggestions of this valuable report. We missed in its perusal any extended notice of the Normal School at Albany; but this omission is supplied in the "*Annual Report of the Executive Committee of the State Normal School,*" which we have just received from the kindness of our friend, S. S. Randall, Esq. This institution was established under an Act of the Legislature of 1844, by which $9,600 was appropriated the first year, and $10,000 annually for five years thereafter, and until otherwise directed by law, for the support of a "Normal School for the instruction and practice of teachers of common schools, in the science of education, and in the art of teaching." It is under the supervision, management and direction of the Superintendent of Common Schools, and the Regents of the University, who act through an executive committee of five persons, whose duty it is to make "full and detailed reports of the progress, condition and prospects of the school." On each of these points this Report is perfectly satisfactory. It proves that the progress of the school has been rapid,—that its present condition is highly prosperous, and its prospects of future usefulness, all that its best friends can wish. We shall present our readers with copious extracts in the next Extra Journal.

EXTRA. [March 16, 1846.] NUMBER IX.

JOURNAL

OF THE

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The JOURNAL OF THE RHODE-ISLAND INSTITUTE OF INSTRUCTION will be published on the 1st and 15th of every month, until a volume is completed by the publication of twelve numbers.

Each number will contain at least sixteen pages in octavo form: and in addition, from time to time, an EXTRA will be published, containing official circulars, notices of school meetings, and communications respecting individual schools, and improvements in education generally; and one of a series of "*Educational Tracts*," devoted to the discussion of important topics, in some one department of popular education.

The volume, including the EXTRAS and "*Educational Tracts*," will constitute at least three hundred pages, and will be furnished for fifty cents for a single copy; or for three dollars for ten copies sent in a single package; and at the same rate for any larger number sent in the same way.

The subscription must be paid on the reception of the first number.

HENRY BARNARD, Commissioner of Public Schools, Editor.

THOMAS C. HARTSHORN, Business Agent.

PROVIDENCE, March 16, 1846.

PROGRESS OF EDUCATION IN OTHER STATES.

We continue our extracts from various official documents, showing the condition and prospects of public schools in other states, where this subject has received, or is now receiving particular attention.

NEW YORK.—*Continued.*

STATE NORMAL SCHOOL AT ALBANY.

Extracts from the Annual "Report of the Executive Committee of the State Normal School, January, 14, 1846."

Building and accommodations.—In the building which the city of Albany had placed at the disposal of the committee, eight rooms have been fitted up for the exclusive use of the Normal School, viz: two study rooms, four recitation rooms, a lecture room, and one apartment for the library and apparatus. The study rooms are provided with comfortable desks and seats, affording accommodation for about two hundred pupils. Males and females occupy the same rooms, the latter being seated in front, next to the desk of the teacher, while the males are placed immediately in the rear of them. Each study room has a clock, which is indispensable wherever punctuality is so much insisted on as it is at the Normal School. The lecture room is a commodious apartment which will seat three hundred and fifty persons. These eight rooms are in constant use as recitation rooms, and are all provided with large black-boards.

Statistics showing the progress of the school.—The first term began (December 18th, 1844, with twenty-nine (thirteen males and sixteen females,) pupils. and closed March 11th, 1845, with ninety-eight pupils, sixty-nine of whom "State Pupils," selected by the County Superintendents, who received allowance of money, (females $1 25, and males $1 00,) towards the the rest were "Volunteers," who were admitted on examination, tuition and the use of text books free of expense.

methods, as their own experience had proved to be most useful. "Not how much, but how well," was one of their mottos, and "Books are but helps," was another. They endeavored to awaken an interest in the *subjects* treated upon, while books were regarded only as instruments. Above all, it was kept steadily before the minds of the student that he was *receiving*, that he might again *dispense;* hence the question was so often asked, "How would you explain that to a child?" that it was not unfrequently anticipated by the reciter; who would say, "If I were teaching a class, I would explain it thus."

Much time was spent during the first term upon the common branches—reading, spelling, writing, geography, arithmetic and grammar. For it was soon discovered, that in the various schools, where these pupils had been educated, these branches—the first two especially—had been almost entirely neglected for the pursuit of the *higher branches*. Many had studied philosophy, whose *spelling was deficient;* and others had studied algebra, who found it very difficult to explain intelligibly the mystery of "*borrowing ten and carrying one*" in simple subtraction. And yet a large number of these pupils had been engaged in teaching the district schools of the state.

It was therefore believed, that the usefulness of the Normal School would be best promoted by at once directing attention to these *little things*. Reading and spelling became therefore daily exercises, and were conducted with special reference to the manner of teaching these branches most thoroughly in district schools.

In teaching reading it was thought of the utmost importance, to break up the mechanical mode in which it is too often taught in the schools. Reading, it was believed, had its rules and reasons and principles, as much as any other branch of study, and the point sought was to lay hold of these principles and to develope them—in other words—to teach reading philosophically, and not mechanically. This was attempted and prosecuted by Mr. Page in the following manner. It is well known that there are about *forty elementary sounds* in our language. The first step therefore was, to teach every pupil the utterance of these sounds. For this purpose a *chart* was prepared with much care by the Principal, upon which these sounds were indicated by their *most common representatives*. After this, the less frequent representatives were explained under the name of *equivalents*. When the students were able to give perect utterance to the "simple elements," they were next exercised upon a series of combinations of these elements, until many of the most difficult in our language were mastered. Thus words were analyzed into their elements, and the elements again combined into words; and then the whole was applied to the reading lessons. The effect upon the tones of the voice, and upon articulation was speedily obvious to all. When perfect utterance was acquired—the first essential step toward good reading or speaking—then the inflections and modulations of the voice, pauses and emphasis, quantity and force, in a word, all those nicer variations, attention to which make the perfect reader, were not neglected.

No unimportant part of the instruction in reading, was that devoted to giving an idea of the *best methods of teaching children to read*. Here, instruction in the elementary sounds at a very early stage of the child's progress was earnestly urged.

Spelling was taught to a considerable extent by the use of the slate. It was believed that *oral* spelling had been too much relied on in district schools; and the evil of such exclusive reliance is apparent from the fact, that good oral spellers frequently commit mistakes, when called on to write. Various methods were therefore practised, not only with the view of immediately benefiting the pupils, but also to furnish them with the means of securing an interest in this important branch of education, when they were called to teach.

In teaching geography, the great aim was, to fix in the mind of the pupil an idea of the shape, extent and general features of a country; the character of the surface, as level, undulating, hilly or mountainous; the course and extent of the mountains, the basins or great reservoirs for the streams of the uplands; the position of the cities; the canals, railroads, &c. To accomplish this, the students were required to draw at home an outline map of the country, delineating, as far as possible, these general features. And from the instruction in them which had been imparted, the students executed this task with and even beauty. Then in the class, they were required to d

the same map upon the black-board, which after some practice, they were able to do with despatch. After this, they recited, somewhat in the form of a lecture, all the information which they had acquired concerning the history of the country, including the form of government, language, religion, laws, customs and remarkable events. At this point, the teacher, either by questioning the other pupils, or by his own statements, corrected mistakes, or communicated such additional information, as he deemed to be important.

A very thorough course of lectures was also delivered by the professor of mathematics, on the use of the globes and on mathematical geography, in which many of the elementary principles of astronomy were appropriately introduced.

In commencing the mathematical course, it was thought that *thoroughness* alone could secure a pleasant and profitable progress. To gain this, instruction commenced at the fundamental principles of arithmetic. The students were required to solve *orally* and without the aid of a book, all the questions in "Colburn's Intellectual Arithmetic." After the attainment of considerable proficiency in this exercise, they were allowed to propose to each other, such questions as involved the principles already acquired. This gave additional interest to the subject of study; while the brevity and clearness displayed in stating the questions, and the facility and ingenuity in solving them, clearly proved, that the students were making not only a thorough but rapid advancement.

In teaching written arithmetic, great care was taken that the principles on which the rules were grounded, should be fully comprehended. To this end, the pupils were required to go to the black-board, and taking the position of a teacher, to go carefully through the analysis of each topic; while any member of the class was permitted to point out whatever he deemed incorrect or defective, and the *temporary* teacher was called on to defend his course, or to correct his mistake. Thus rigid criticism was encouraged, and no subject was dismissed, until it was so well understood, that any of the class could act the part of a teacher, and explain it at the black-board. Frequently several members of the class were called on in succession to elucidate the same subject; thus affording an opportunity for comparing the relative merits of various methods.

The same course was pursued in algebra and geometry.

In order to be certain that the instruction was thorough, frequent reviews were required; and the maxim was continually repeated "not how much, but how well."

After all the elementary studies were thus reviewed, some of the higher branches were taken up. Among the number were natural philosophy and human physiology, besides higher arithmetic and algebra, of which mention has been already made. Composition and declamation were also regularly attended to.

Vocal music has been taught elementarily, so as to prepare the pupils for teaching it to others in a proper manner. Care has also been taken to familiarize the students with many of the little songs adapted to childhood, in order that the graduates may be able to carry into their schools such music as shall be attractive to the young.

Drawing, also, it was thought, ought to be taught to all children, no less for its direct utility than for the influence it would have in the cultivation of all their powers, by disciplining the eye, improving the taste, and by awakening the observation both of natural and artificial forms. Besides, a knowledge of drawing greatly facilitates an instructor's *power to teach*; and in the absence of apparatus, it is his only way of addressing the eye.

Sub Lecture Exercises.—The course of instruction during the second term did not materially differ from that pursued before. Experience of course suggested some modifications, and among these was the introduction of what is familiarly called the "*Sub Lecture* Exercise." Shortly after the middle of the term, a demand was made by the county superintendents, for teachers who should assist in the county institutes, which were to be convened during the approaching vacation of the Normal School. In order therefore to prepare the students for this duty, by improving their *ability of communicating* their knowledge, the "sub lectures" were introduced. Some fifteen of the more advanced pupils were appointed weekly, who were expected to prepare themselves to elucidate a given topic on the following Wednesday. The pupil, in the presence of the whole school, was then required to assume the attitude of a teacher, and by means of diagrams on the black-board, &c., to explain, as best he could, the par-

ticular point assigned. The lecture of each pupil was limited to six minutes, and when each had performed his duty, his *matter*, *manner* and style were criticised by the Principal. The improvement observable from week to week, showed this exercise to be one of no small importance.

Board of Instruction.—David P. Page, *Principal.* George R. Perkins, A. M., *Professor of Mathematics.* Darwin G. Eaton, *Teacher of Mathematics, &c.* Sumner C. Webb, *Teacher of Arithmetic and Geography.* Silas T. Bowen, *Teacher of Grammar.* W. W. Clark, *Teacher of Natural Philosophy and Chemistry.* Elizabeth C. Hance, *Teacher of Reading and History.* William F. Phelps, *Permanent Teacher of the Model School.* F. I. Ilsley, *Teacher of Vocal Music.* J. B. Howard, *Teacher of Drawing.*

The number of the pupils having increased so much, a modification of the duties of the Principal was imperatively required. A general supervision of the teachers is necessary, and this could not be exercised, so long as the Principal was confined during all the school hours, engaged in actual teaching. At the first, necessity required his services in the recitation room, but it was even then felt to be an evil, which ought to be corrected as soon as possible. Accordingly his duties as an actual teacher have been somewhat lightened, and a portion of every day is spent by him, in visiting the classes taught by the assistants.

Institute Exercise.—In addition to the Wednesday "sub lectures," some of the more advanced classes spend an hour each week, in what is denominated an "*Institute Exercise.*" Three or four persons are designated, who having prepared themselves, take the place of *Institute Teachers;* thus a facility is acquired in performing an important service which will be expected of them when they graduate.

Weekly Discussions.—There are also in the school, several associations which meet every Saturday, for the purpose of discussing the duties of the teacher, the best modes of discipline, and the means of elevating the profession of the teacher, so that it may become worthy of the public respect; it is believed that these associations are exerting a salutary influence.

Punctuality and System.—Punctuality is esteemed essential for the teacher, who wishes to preserve his own self-respect, or to be useful to his pupils; its observance has therefore been earnestly urged upon all, both by precept and example; and the Normal School affords an example of the ease with which punctuality may be observed in a school, by teachers being punctual themselves. The Normal School teachers are never "behind the time."

Success also in a school depends much upon adherence to *system* in all its arrangements and exercises. The rule of the Normal School is, that there is "a time for every thing, and every thing must be in its time."

Discipline.—It was thought best to have *few laws.* The *wish of the Principal*, kindly expressed, has been the law of the school, while the good intention and ever ready compliance on the part of the pupils, to that wish, has made the discipline of the school an honor to teachers and students, and a gratification to all who have witnessed it.

Library.—In the report of last year, it was stated, "that a donation for an educational library has been made to the Normal School, by the executors of the Hon. James Wadsworth, out of certain funds left by that distinguished friend of education, to be disbursed in such manner as would best promote the interests of the schools of the people." This valuable donation has been received, and composes the principal part of the "Miscellaneous Library," which now numbers 601 volumes.

The expense of the school, in the purchase of text books, has also been much lessened by the liberality of publishers. The number of volumes in the "Text Book Library," is 5,005. The number of volumes in both libraries is 5,606.

Experimental School.—During the second term, an experimental school was opened, consisting of forty-five children between the ages of five and sixteen years. This school was taught during that term by the graduating class, who went in *by turns* for that purpose.

The design of this school is, to afford the Normal pupils an
the eye of the Principal, to practice the methods of teachin
instructions which they have received. They spend two
school. The first week, they act *as observers*, and the seco

observers, it is their duty to notice closely the mode of discipline, teaching, &c.; also at every recitation to keep the "class book," and to mark therein the manner in which every child recites his lesson. The second week, the observers become teachers, and new pupils come in from the Normal School, to take the place of observers.

Uniformity of instruction and government is secured by the appointment of one of the graduates of the Normal School, as a *permanent teacher*. It is his duty to keep the school well classified and in good order; to give occasional specimens of teaching, and to make such suggestions to the teachers as he shall think proper.

It is proposed to open shortly another experimental school, the city of Albany having agreed to pay $200 for fitting up and furnishing the room. Both the schools will be under the supervision of the "*Permanent Teacher*," while more ample opportunity for practice in teaching will be afforded to the Normal pupils.

Hitherto the instruction in the experimental school has been gratuitous, but it is the purpose of the committee, hereafter to charge those who are able to pay a tuition fee; thus it is intended, that the schools shall defray their own expenses. An idea of the organization and management of this school, may be obtained from the "suggestions in aid of the experimental school."

"The care of this school has been placed under a permanent teacher, whose duty it shall be to govern, classify and arrange the school according to his best judgment.

He is to be aided, in the work of instruction and carrying out of his plans, by two "*teachers*" and two "*visitors*" each week; it being understood that the "*visitors*" of one week shall become the "*teachers*" for the next.

In order to make this school as useful as possible both to the teachers and the taught, the following suggestions are submitted to those who may be called upon to take part in its instruction, in the hope that they will be rigidly observed.

"1. That you be in the school-room promptly at *twenty minutes before* 9 *A. M.*, every day during your stay in the school, in readiness to attend to any duties that may be assigned you.

2. That you thoroughly *prepare* yourselves for your work while here, examine every lesson before you meet your classes, and thus be enabled to conduct the exercises with animation and interest.

3. That you take special pains to interest yourselves in behalf of the school; that you study to promote its welfare, as if its prosperity and usefulness depended entirely upon your own exertions.

4. That you be prepared, during your week of service, to present at least one "*topic exercise*" of not less than five minutes in length.

5. That you be rigidly thorough in every thing you teach, bearing in mind our motto: "*not how much, but how well.*"

6. That your intercourse with the pupils be characterized by kindness and calmness, and at the same time by firmness and decision.

7. That you punctually attend every meeting appointed for the purpose of conferring on matters relating to the school.

8. That while the *general* direction and government of the school is left with the permanent teacher, you consider yourselves responsible for the deportment of pupils during class exercises, as well as for their scholarship and progress while under your charge.

9. That all cases of disobedience or misconduct of any kind, be promptly reported to the permanent teacher.

10. That you keep in mind constantly the object for which this school was established, and that your own fitness, for the duties of the teacher's responsible office, may, in a great measure, be determined by your course of proceeding while here."

The '*visitors*' are expected to keep a faithful *record of the recitations and deportment* of each pupil in the classes they attend, and thus endeavor during the week to learn the name and attainments of each scholar. They should strive to make themselves quite familiar with all the operations of the school, that they may be the better prepared for the duties of the *second* week.

It is also the duty of the "*visitors*," to regard the deportment of the pupils *at recess*. To this end, it is desirable they should *be among the scholars*, most of

the time at recess, in order to direct their sports or to restrain any noise or disorder, that would be improper or inconvenient to the Normal School.

Those who enter upon their duties as "*visitors*," are requested *carefully to read these suggestions during the first morning*, and to conform to them as faithfully as possible during their whole stay in the school."

Prospects of the Normal School.—But is there a reasonable prospect that the Normal School, as an educational scheme, will be more successful than the plans which have preceded it? To this it is answered, that if the school continues under the charge of teachers, every way so competent as the present instructors, and if fostered by the Legislature, it cannot fail. And the committee feel justified in speaking strongly, from the success that has already crowned the effort. The minds of the pupils have been aroused, and they have labored with most commendable zeal in the acquisition of knowledge and of the best modes of imparting instruction. No one can enter the recitation rooms of the Normal School without feeling, that teachers and taught are *in earnest*, that here there is no child's play Of nearly all the thirty-four graduates who have gone forth from the school, it may be affirmed, that their educational fabric is granite from the base to the top stone. And those who occupy the seats during the present term, are busily engaged in quarrying, polishing and laying the same solid material.

Nothing in the school makes so strong an impression upon the minds of visitors, as the display of a determined purpose on the part of the students, to get at the truth upon every subject of study. Implicit faith in the dicta of a teacher is not an article in the educational creed of the Normal School, and the instructors are doing their utmost that it may never become so. At recitation the pupil has the privilege of stating his difficulties and doubts, and even his objections, and the subject under consideration is not passed until it is thoroughly sifted. The committee watched with deep interest, and not without apprehension, this feature in the system of instruction of Messrs Page and Perkins. At first they feared, lest the teachers might, sooner or later, be placed in an awkward dilemma, and be found wanting on some point; for nothing is truer, than that a person of ordinary capacity may ask a question, which a wiser man *ought*, and yet may *not* be able to answer. But the committee did not then know the teachers of the Normal School as well as they now do; and indeed all apprehension on this point was dispelled before the close of the first term. Before leaving this topic, it may, however, be well to remark, that the daily ordeal of questioning through which the instructors and their assistants pass, is one, to say the least, to which the executive committee would not like to be exposed. A distinguished officer in one of our colleges, upon his visit to the school, remarked that "it would not be safe to expose our college professors to such a trial," and he suggested that the privilege of questioning ought to be much curtailed, for there was danger of placing the teachers in an unpleasant position. But confidence has so completely supplanted fear in the minds of the committee, that the suggestion of the professor is not likely to be soon adopted.

The committee would therefore state their strong conviction that this gratifying state of interest and effort, as witnessed in the school, has been caused by the *excellence of the Normal system, efficiently carried out.*

And if such has been the result of the first year, why may not each succeeding one witness the same or even greater results? In the first year of any enterprise, much time is necessarily spent in planning and arranging, but when the arrangements have been completed, and the whole time is devoted to the purpose proposed in the institution, greater results may be confidently expected, than could be in its incipient stages.

As to the influence which the school shall exert upon the standing of teachers, and the cause of education, the community must judge. The committee believe, however, that those who are thoroughly trained with reference to teaching, who have the methods of teaching and the means of exciting an interest in the young, must be more successful than those, who enter the schools without thought, and who, having nothing to guide them but a sort of extemporaneous impulse, are nearly as likely to go wrong as right.

It is believed, too, that the *indirect* influence of the school will be salutary. Wherever a Normal pupil is employed to teach, there will be a large circle of other teachers incited to effort to be his equals, who otherwise might never have

been roused to any extraordinary exertion. A few poor teachers, indeed, conscious of their own inferiority, will be moved to oppose the school and denounce the system of instruction, which they cannot hope to emulate; but the majority will desire improvement, and be glad to take the hints which they can gather from any good example around them. On this point the institutes, which were held during the last autumn, may be cited as proof. In several of the counties, the graduates of the school officiated by request as teachers. So far as heard from, their reception was most gratifying. They not only did not excite any untoward jealousies, but gained largely upon the confidence and good will of the teachers assembled.

Copy of the Diploma of the State Normal School.

Albany, N. Y. 184 .

This certifies that A. B. has been a member of the State Normal School months, and that he is judged by the Faculty of the institution to be well qualified to engage in the duties of a teacher.

(Signed,) *Principal,*
Prof. Math.

To whom it may concern:

In consideration of the above certificate, the undersigned, the executive committee, hereby recommend the said A. B. as a worthy graduate of the State Normal School.

(Signed,) } *Executive Committee.*

State of New York,
Done at Albany, 184 . }

PENNSYLVANIA.

ELEVENTH ANNUAL REPORT OF THE SUPERINTENDENT OF COMMON SCHOOLS, FOR THE YEAR ENDING JUNE 3, 1844, p. 57.

DO. FOR 1845, p. 12.

The report last cited does not throw much light on the practical working of the school system of Pennsylvania, beyond its financial statistics. We will however make some extracts from this, and the report for 1844, by Mr. M'Clure, which goes more into detail.

GENERAL VIEW OF THE SCHOOL SYSTEM.

Every township, ward or borough in the commonwealth, not within the city and incorporated districts of the county of Philadelphia, forms a separate school district, except in a few instances where, by special act of the Legislature, a township is divided into two districts. Each district has a board of school directors, consisting of six members, two of whom are elected annually. The directors are authorized, if they deem it expedient, to divide the district into sub-districts, with power to elect a primary committee of three in each, who act as a committee of the board, to attend to the local affairs of their respective sub-districts, subject to the orders of the board. In wards and boroughs the directors may appoint an inspector, who devotes his attention to the "visitation, inspection, and care of the schools." Neither the directors, their treasurer, nor the primary committees, receive any pay or emolument whatever for their services as such. It will thus be seen, that each district forms a distinct and independent organization, represented by the board of directors, having no connection with the township or county officers; the only other officer being the Secretary of the Commonwealth, who is ex-officio Superintendent of Common Schools.

Each board of directors is required, by one or more of their number, to visit every school within their district at least once in every month, and to cause the result of said visit to be entered on the minutes of the board. And on the first Monday of June, annually, they are required to make a report to the Superintendent, setting forth the progress and condition of the schools, the expenses incurred in maintain-

ing them, together with such other information as may be of use in forming a just estimate of the value of common schools.

The district reports, which at present constitute the principal, and almost the only means of ascertaining the condition of the schools throughout the state, have been pretty generally received.

CONDITION OF THE SCHOOLS IN 1844-5.

Number of accepting districts, 1,189. Number of schools, 6,690. Average length of school term, four months. Number of teachers, 8,031. Average salaries of male teachers per month, $16 47. Average salaries of female teachers per month, $9 46. Number of scholars, 327,418. Average number in each school, forty-four. State appropriation to accepting districts $191,177 10. Amount raised by tax in accepting districts $370,774 15. These statistics do not include Philadelphia, which were as follows in 1844.

Schools in Philadelphia.—The city and county of Philadelphia compose one district, known as the first school district. The provisions for general education in this district vary considerably from those in the other districts of the state. As in the latter, however, the funds for their support are derived from a tax levied in the district, and from the state appropriation—and the general regulation of the schools is entrusted to persons elected by the people for that purpose. The schools at present are in a most flourishing condition.

The Central High School is an admirable feature in the system, no less for the influence it exerts over the primary and secondary schools, than for its superior methods of instruction. The hope of admission to this school, which it is known depends entirely on his personal merits, affords to every boy, rich or poor, in the district, a powerful stimulus to unwearied exertion. And at the same time a wholesome emulation is kept up among the teachers of these schools as to which shall furnish the greatest number of successful candidates.

The buildings and public property are all insured; and the real estate held in trust by the county of Philadelphia, for public school purposes, including lots, buildings, furniture, &c. which in many instances has become worth much more than the original cost, may be fairly estimated at over $600,000.

The number of the schools in the district is 217, of which one is the High School; forty-two are grammar schools; nineteen secondary; seventy-eight primary, and seventy-seven unclassified. The whole number of teachers, including the professors of the High School, is 526, of whom eighty-four are males, and four hundred and forty-two females, and the average compensation of each, is $263 27. The whole number of scholars is 33,299; of whom 16,964 are males, and 16,335 females. The aggregate amount paid for tuition is $138,484; the aggregate amount for contingent expenses, not including those for real estate and school furniture, is $62,738 96. These two sums divided by 33,299, (the whole number of scholars,) give the average cost of tuition, $4 15; average cost of contingent expenses, $1 89.

HISTORY OF THE STATE APPROPRIATIONS FOR SUPPORT OF SCHOOLS.

A common school fund was first established in this state by the act of April 2d, 1831. By that act, certain moneys arising from the sale of lands, and other sources, were set apart for a common school fund, to be held by the Commonwealth, for the use of said fund, at an interest of five per cent. The interest was directed to be added to the principal, until the proceeds thereof should amount to one hundred thousand dollars annually, when the whole was to be applied to the support of common schools.

By the act of April 1st, 1834, seventy-five thousand dollars were ordered to be paid out of the school fund for the year 1835, and annually thereafter, to be distributed among the several counties that should entitle themselves to it under the provisions of that act. The portion due each county was deposited in the respective county treasuries, to be paid out to the accepting districts in each county. The appropriation of 1835 was paid to whatever districts in the county adopted the system; those that refused to adopt thereby forfeiting their share. But under the act of June 13th, 1836, the appropriation for that year, due to the non-accepting districts, was to be retained in the county treasury, for their use, for any term not exceeding one year, from the 1st of November, 1837.

By the act of June 13th, 1836, one hundred thousand dollars, in addition to the one hundred thousand dollars payable by the United States Bank, were appropria-

ted to common schools, for the school year of 1837, which was made to commence on the first Monday of June following. These two hundred thousand dollars, instead of being deposited in the county treasuries, like the appropriations of the two preceding years, were to remain in the state treasury, subject to the drafts of the Superintendent; and warrants for the payment thereof were to be issued by him in favor of such districts as should entitle themselves to the same, by adopting the system and levying a school tax *not less than equal to, nor more than treble, their portion of the appropriation under this act.*

The money was thus to be paid to each district, directly out of the state treasury, without, as before, passing through the county treasury.

By resolution of April 3d, 1837, the sum of $500,000 was appropriated to common schools for the year 1838, to be expended either in building or in defraying the expenses of tuition.

On the 12th of April, 1838, the school appropriation was increased to a sum equal to one dollar for every taxable inhabitant in the Commonwealth, and was to increase triennially, with the increase of inhabitants, so as always to equal one dollar per taxable, but without any increase of taxation above that mentioned in the act of 1836. That is, agreeably to the construction heretofore given, however much the number of taxables might increase, the tax should not exceed treble the district's portion of $200,000, if that sum were divided among the number of taxables in the state at the time being; and a sum *equal* to that share should entitle a district to the state appropriation.

On the 29th of September, 1843, the bill appropriating $250,000 to common schools, for the schoo year 1844, received the signature of the Governor, and became a law. As the school year, however, had commenced on the first Monday of June previous, about seven-eighths of the districts had been paid, under the act of 1838, at the rate of one dollar per taxable, before the date of the former act. Those that drew their appropriation between that time and the close of the school year, were paid at the same rate. This will account for the sum paid this year, being greater than what was appropriated—nearly all the districts having been paid under the act of 1838, before that of the 29th of September took effect.

By the act of the 31st of May last, the sum of $200,000 was appropriated to common school purposes, for the school year of 1845; and the Superintendent was directed to make the apportionment among the accepting districts only, and in such a way as not to exceed the sum appropriated.

LENGTH OF SCHOOL.

It is customary in many, perhaps a majority of the districts, when the public schools have closed, to open a private or subscription school, at which most of the children are enabled to attend. In this way the amount of schooling is much greater than appears in the report, as it is only the period taught in the public schools, or under the general system, that is reported by the directors. There is also a custom in some places, for the inhabitants of a *sub-district* to unite the public funds with private subscriptions. The amount subscribed is not given to the teacher in addition to his usual salary, but united with the sub-district's share of the tax and state appropriation, thus enabling the public schools to be kept open for a greater length of time in that sub-district. Both these practices, (particularly the one last mentioned,) would be highly commendable, were there not danger that it will lessen the interest felt in the schools of the district at large. A strenuous effort should first be made by those favorable to the continuance of the schools, to have an additional tax levied on the whole district, in the manner prescribed in the fourth section of the act of 1836; the sub-districts that consider themselves unable to subscribe for the support of a school will then share in the common benefit, while it will occasion but little additional expense to the others.

IRREGULARITY OF ATTENDANCE.

Irregularity in the attendance of the scholars is a deplorable evil in our schools. It is impossible with our present imperfect methods of reporting to arrive at correct information as to the extent of the evil, but sufficient [illegible] reform takes place it will prove a lamentable dra[w]back to our schools. Next to the want of uniform text books, the teacher meets with no greater obstacle than this irregular[ity] in forming or preserving classes, and compels him to [illegible] a single scholar, which, if the attendance were reg[ular]

plete, might with equal ease be devoted to a dozen. It is impossible for the pupil to make any progress while suffering such constant interruption. It destroys his interest in his studies, dissipates his mind, and disqualifies him for concentrating his attention on the subject before him. He must necessarily forget on one day what he learnt the preceding—he becomes discouraged on finding himself unable to keep pace with his class—and which is more than all, he learns a habit of irregularity and inattention, which must adhere to him through life, and prove a most serious obstacle to his future success. At present I see no way of remedying the evil, except through the united efforts of parents and teachers.

FEMALE TEACHERS.

In his last report, the undersigned took occasion to remark on the advantages which females possess over the other sex as instructors of small children, such as the schools in summer are generally composed of, and also, that in consequence of their expenses for board, &c. being less, they could afford to teach for a smaller salary than men of the same literary qualifications. For these, and other reasons, he ventured to recommend their more frequent employment as teachers. He is now gratified at being able to state, that the proportion of female teachers is rapidly increasing, being considerably greater, in proportion to the number of male teachers, than it was last year.

COMMON SCHOOL JOURNAL.

It was stated in the last annual report, that there was about to be established in Philadelphia, a monthly paper, with the above title, under the editorial care of Prof. Hart, principal of the Central High School. The first number of the Journal was issued in January last, and its publication has been continued to the present time. It has realized all that was anticipated from the high character of its editor, for learning and zeal, in the cause of education. As a means for conveying to the public correct views on the subject of education—for aiding directors and teachers in the performance of their duties, by communicating information connected with the schools, which cannot be so readily derived from any other source—and for imparting valuable suggestions for improvement in every department of education, the Journal promises to be of the greatest utility.

But it is on account of the aid its general circulation would afford the Superintendent in the discharge of his official duties, that the Journal deserves special attention. The questions he is repeatedly called upon to answer, by the directors and others, in different parts of the State, are very often of the same nature—requiring the same answer. Under present circumstances, a separate letter has to be written in answer to each; and not unfrequently, fifty or a hundred letters are written in the course of a year, of precisely the same import. Now, the expense for postage and this laborious correspondence, might be in a great measure dispensed with, if each board of directors were in the receipt of a paper like the one here spoken of, which the Superintendent might employ as the channel of his official communications to the directors. Instead of being obliged, as at present, to forward a distinct reply, as often as the question is proposed, a single answer or decision, when published and circulated in this way, among the several boards of directors, would answer every purpose. The Journal would be a valuable auxiliary to the Superintendent in various other ways, as a medium for conveying notices or directions to the districts, which cannot be done at present, except by letters or printed circulars, for each occasion.

The Periodical thus deservedly commended to the patronage of the Legislature which it did not receive, was discontinued at the close of the first volume. The present superintendent has again called attention to the subject, with an intimation that Prof. Hart, will resume its publication, if sufficient encouragement is offered. We hope this able advocate of sound educational progress and reform will be brought fresh and strong into the field.

TEXT BOOKS.

The mischief arising from the endless variety of books used in our public schools, differing, as they do, in almost every district of the State, was alluded to in the last annual report of the Superintendent. It is much desired that some efficient means could be adopted to remedy this evil. The introduction into all the schools of the same and most approved series of school books, would greatly facilitate the object of teachers, and advance the cause of education. Impressed with the importance of this measure, the distinguished gentleman who preceded the undersigned as Superintendent, with much pains, prepared a catalogue of school books, which, in a letter addressed to the several boards of directors, he recommended to be used in the schools. In some instances the recommendation has been pursued, but in many of the districts it has not received that attention which its importance deserved. A lamentable want of uniformity still prevails, not only in the books of the same district, but in those of the same school; affording one of the greatest obstacles the teacher has to contend with in the classification and suitable training of his scholars. The question yet remains to be answered, how is this evil to be removed? It has occurred to the Superintendent, and he has been confirmed in his opinion by those with whom he has conversed on the subject, that the object could be best accomplished by a state convention of school directors, teachers, and friends of education generally.

STATE SUPERVISION.

The visitation of the schools, and those having the management of them, by one possessing the authority and intelligence requisite for an efficient performance of the duty, it is confidently believed would be attended with results the most beneficial. A full and correct knowledge of the progress of the system—of its adaptation to the purpose for which it is intended—of its defects and the proper remedies for them, cannot be acquired so well in any other manner as by personal interviews with the directors, teachers, and people of the district. By this mode, those having the care of the schools can be best directed in the performance of their official duties, controversies most effectually prevented or settled, and the people stimulated to a harmonious, intelligent, and energetic action in support of our system of general instruction.

Under the present arrangement, by which the Secretary of the Commonwealth is also the Superintendent of Common Schools, it is impracticable for him to visit the school districts. His information respecting the condition of the schools, and the operation of the system, is almost entirely derived from written correspondence with residents of the districts, and from the reports of the directors. These form but unsatisfactory sources of intelligence, and very inadequate for the attainment of the end desired. Evils the most pernicious in their influence on the schools may and doubtless do exist, of which the Superintendent receives no information. Inattention to the provisions of the laws, and misapprehensions of them, occasion difficulties and errors in the management of both the internal and external affairs of the schools, which cannot be properly ascertained and corrected by written correspondence. Where personal visits have been made by the present or former Superintendent, they have not failed to produce the most favorable effect.

It is therefore recommended, that so much of the tenth section of the act of 1836, as directs that the Secretary of the Commonwealth shall be Superintendent of Common Schools, should be repealed, and that provision should be made for the appointment of a Superintendent, whose official duties should be confined to those enumerated in the school laws. By this arrangement, the Superintendent would be enabled to devote that time and attention to the interests of the schools which their importance and welfare demand, but which, under present circumstances, the multifarious business of a double office prevents.

PROGRESS OF THE SYSTEM.

It appears from the statement here submitted that the schools of the Commonwealth are rapidly improving. Better modes of instruction are adopted and more capable teachers employed now than formerly. The number of scholars is annually increasing. The interest felt by the people in the cause of general education is becoming greater. Customs and prejudices that have existed for years, and furnished the greatest obstacles to the progress of the school system, are fast yielding to its benign influence: and districts before hostile, are year after year becoming reconciled, and voluntarily adopting its provisions. A knowledge

of their beneficial influences, and their happy conformity to the character of our citizens, and the principles of our government, secure for them the favor and support of the people. The system, with but little amendment, is well calculated to attain the object for which it was established. Its prosperity and existence rest with the Legislature. If, as heretofore, it shall continue to be aided and sustained by the fostering care of the Legislature, its progress to perfection and permanency cannot be doubted. But should an injudicious economy cause it to be neglected, and the support of the State withdrawn from it, but little hope can be entertained of the advancement of education in our Commonwealth.

During the most gloomy period every experienced in the financial concerns of the State, she has not failed to extend her aid to the advancement of her school system. When less than three years ago the holders of the permanent loans were loudest in their complaints, when the legislative hall was surrounded with domestic creditors, importunate in their demands for payment, when the business of the country was prostrated, the revenues of the State greatly diminished, and a pecuniary gloom hung over the affairs of the people and the Commonwealth, she still upheld, with an energetic hand, her system of general education. A mistaken economy should not, under present circumstances, induce her Legislature to withhold this support. Now that the claims of her domestic creditors have been satisfied, and her increasing revenues give every assurance of the speedy and complete redemption of her character and credit, now that the genial sun of prosperity is fast dissipating the cloud of embarrassment that enveloped her government and her citizens, surely it is not a time for Pennsylvania to give up her prosperous and popular system of common schools, and suffer it to fall into dilapidation and decay. While the governments of other states and countries are providing, by liberal appropriations, for the education of their youth, shall it be the stigma of the great Keystone State, that she has abandoned her system of general instruction, after having ascertained its excellencies, and the mass of her citizens have indicated, by their votes and actions, the deep interest they feel for its continuance and advancement?

Prussia, although despotic in its government, furnishes an example worthy of imitation, not only in the organization of her public schools, but also in the successful efforts made by her government and people to sustain them under the most trying circumstances. Alluding to this, Professor Stevens, in his excellent letter relating to the schools of Germany, &c., addressed to a former Superintendent, says: "Of all the nations of Europe, Prussia was reduced to the greatest extremity by the wars of Napoleon. * * * The system of confiscation went so far, that even the revenue from the endowments of schools, of poor-houses, and the funds for widows, was diverted into the treasury of France. * * Foreign loans were made to meet the exorbitant claims of the conqueror. An army must be created, bridges re-built, ruined fortifications in every quarter repaired; and so great was the public extremity, that the Prussian ladies, with noble generosity, sent their ornaments and jewels to supply the royal treasury. Rings, crosses and other ornaments of cast-iron, were given in return to all those who had made this sacrifice. They bore the inscription, 'Ich gab gold um eisen,'—(I gave gold for iron,)—and such Spartan jewels are much treasured at this day by the possessors and their families. This state of things lasted till after the 'War of Liberation,' in 1813. But it is the pride of Prussia, that at the time of her greatest humiliation and distress, she never for a moment lost sight of the work she had begun in the improvement of her schools."

If under such circumstances the people of a monarchical government, impressed with the importance of public education, successfully sustained it, is there not great cause to believe that the free citizens of a republic will not permit much smaller difficulties to compel them to desert their system of public schools?

Since the preceding extracts were in type we have received from J. J. Barclay, Esq. the "*Twenty-seventh Annual Report of the Controllers of the Public Schools of the City and County of Philadelphia,*" for the year ending June 30th, 1845—a document of 112 pages. We copy the following statistics:

Grade and number of schools.		Teachers.	Scholars.
High school,	1	11	407
Grammar,	48	161	11,056
Secondary,	21	76	5,732
Primary,	86	208	13,601
Unclassified,	78	98	5,867
Total	234	554	36,665

Of the scholars, 18,431 are girls, and 18,236 boys; and of the teachers 82 are males, and 472 females.

The aggregate expenditures for the year, amount to the sum of $227,205 42, of which $180,000 was raised by tax on the city and county of Philadelphia. The *annual* expense, per pupil, of the school system is $5 67, including salaries of teachers, books, stationery, printing, Secretary's salary, office expenses; in fine, every thing but the expenditures for school-houses and furniture.

The salaries of teachers are as follows: In the High School, the Principal receives $2,000; four Professors, each $1,350; three Professors, each $1,100, and three Assistants, $650, $250, and $150. In Grammar Schools the male Principal receives $900, and the female $450; and the Assistants, (all of them females,) from $200 to $275. In the Secondary Schools, the Principals, (females,) receive $350, and the Assistants $200 to $150. In the Primary Schools, the Principals, (all of them females,) receive $250.

We have read with great interest the "*Report of the Principal of the High School,*" (Professor John S. Hart,) for the term ending February 6th, and July 15th, 1845, which occupies nearly forty pages of the Appendix. This grade of public schools is too often regarded by many in the community with jealousy, as affording special advantages for only a few professional and wealthy families, or as educating the children of industrial classes *above* the business for which the wishes or circumstances of their parents may have destined them. To show the actual operation of the school, Professor Hart has prepared two tables, one showing the occupations of the parents and guardians of the pupils admitted to the school, and another showing the intended occupation of each pupil who leaves the school by graduation or otherwise. The 1051 pupils who have been admitted from the first opening of the school in October, 1838, to July, 1845, are registered as belonging to families representing 134 different occupations or conditions of life. Among them, there are sixty-five clerks and accountants; fifty-four carpenters; fifty-five store-keepers; sixty widows; thirty-one tailors; twenty-three inn-keepers; fourteen printers; sixteen blacksmiths; ten clergymen; thirty-four laborers;

five lawyers; seventeen physicians; thirteen seamstresses; fifty-nine merchants; fourteen machinists; sixteen teachers; seven stone-cutters; thirty-three grocers, &c. The 112 pupils admitted in July, 1845, came from families representing forty-six different conditions or occupations of life. Of these forty-six, there were eleven widows: fourteen store-keepers; seven merchants; six grocers; six cordwainers; three clerks; four carpenters; four manufacturers; two physicians; one clergyman; one baker; one bricklayer; one broker; one cabinet-maker; one cooper; one dentist; one lawyer; two mariners; one millwright; two physicians; two stage-drivers; two tailors; one victualler; three weavers, &c. &c.

The 183 pupils who left the High School for the year ending in July 1845, are now engaged in thirty-seven different occupations. For examples, there are two bakers; three blacksmiths; one bookbinder; five bricklayers; one brickmaker; fifteen carpenters; fourteen clerks; three cordwainers; two coopers; five druggists; three engineers; three engravers; three farmers; four grocers; two hatters; two iron-founders; one jeweller; six machinists; four lawyers; seven mariners; two printers; two sailmakers; fifty-three storekeepers; ten teachers; two tinmen, &c. This table shows, that this school is not only high in its position at the head of the public schools, and as its elevated and extended course of instruction under the ablest and highest priced professors, would indicate, but that it is *public* in the best sense of the word, in as much as its advantages are open without any charge for tuition to pupils of merit, from all classes and occupations of society, who are thus well educated *for* business, and not *above* it. Prof. Hart, remarks "that the direct advantages of the school are reaped chiefly by those whose circumstances would otherwise prevent their sons from receiving a good education. I would add to the evidence furnished by this table, my own conviction derived from a personal knowledge of the pupils for the last three years, that more than three fourths of all the pupils of the High School, but for its existence, would never have had the means of acquiring more than a very moderate share of the lowest rudiments of knowledge."

This report of Prof. Hart presents the results of the examination of the applicants for admission into the school, with the name of the Grammar School to which the applicants belonged, the number admitted and rejected, from each school, thus holding up an unexceptionable standard by which the different schools can be compared.

From another table, it appears that the pupils admitted to the High

School, have come up regularly through the Primary, Secondary and Grammar Schools, and that not a few of the most successful applicants at the most recent examinations have never entered any school but the Public School.

Professor Hart during the past year has successfully organized and carried out a course of instruction for the female teachers connected with the public schools and the more advanced pupils of the girls' Grammar Schools, under the name of SATURDAY CLASSES.

The movement in reference to this matter originated in the desire shown by a large number of the female teachers of the public schools to have some means of this sort for promoting their intellectual improvement. The existence of such a desire was manifested by the fact, that a private class of the kind, which, at the request of a few of the teachers I had opened at the High School some six months previous, at the very inconvenient hours from 12 to 2 o'clock of Saturday, was thronged entirely beyond my ability to give them adequate instruction. It was believed therefore that a plan, which would give more time and more varied instruction to such of the teachers of the public schools as might desire it, would have a beneficial influence upon the general tone of public instruction. This could not be done without dispensing with the attendance of the boys on Saturday morning. It was not supposed that the number of teachers attending would exceed a hundred, or at the utmost a hundred and fifty, and this number would not give the Professors full employment. It was proposed therefore to fill up the classes by admitting a limited number of the more advanced pupils of the Girls' Grammar Schools.

We have frequently recommended something of this kind to female teachers of public schools, and to young ladies, who had left school and wished to continue their studies, and prepare themselves for the office oft eaching; and for the reasons given by Professor Hart in his plan of organization.

"There can be little doubt too that where the circumstances will permit of their attendance, the course might be of essential service to the female teachers, and through them to the children with whose instruction they are charged. We would not then be presented with the singular anomaly of intelligent and well educated young women, from the date of their appointment as primary teachers, actually *retrograding* and becoming finally disqualified for promotion, by the time their age and experience entitle them to it. On the contrary, the weekly exercises on Saturday would perpetually brighten the chain of knowledge, besides adding gradually to its links. Moreover, this bringing together, periodically, the teachers from various schools, would give them invaluable opportunities, not now enjoyed, of catching improvements from each other. Experience shows that nothing is more disheartening to the teacher,—nothing serves as a more effectual damper to all her generous impulses towards improvement, than a dreary and unbroken isolation from her fellows."

* * * * * * *

The result has been, on the whole, satisfactory, though somewhat different from that anticipated. There has been less anxiety to attend than was expected from the pupils of the Girls' Grammar Schools, and a larger attendance than was expected on the part of teachers. Some, it is true, who first entered the classes, under the mistaken notion of receiving very extraordinary advantages, or without sufficiently counting the labor and self-denial necessarily connected with their deriving any advantage, soon discontinued their attendance. Yet there are many on the other hand who, against all discouragements, and through all weathers, have attended regularly throughout the year, with a degree of labor, self-denial, and spirit, worthy of all commendation.

EXTRA. [April 1, 1846.] NUMBER X.

JOURNAL

OF THE

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The JOURNAL OF THE RHODE-ISLAND INSTITUTE OF INSTRUCTION will be published on the 1st and 15th of every month, until a volume is completed by the publication of twelve numbers.

Each number will contain at least sixteen pages in octavo form: and in addition, from time to time, an EXTRA will be published, containing official circulars, notices of school meetings, and communications respecting individual schools, and improvements in education generally; and one of a series of "*Educational Tracts*," devoted to the discussion of important topics, in some one department of popular education.

The volume, including the EXTRAS and "*Educational Tracts*," will constitute at least three hundred pages, and will be furnished for fifty cents for a single copy; or for three dollars for ten copies sent in a single package; and at the same rate for any larger number sent in the same way.

The subscription must be paid on the reception of the first number.

HENRY BARNARD, Commissioner of Public Schools, Editor.

THOMAS C. HARTSHORN, Business Agent.

PROVIDENCE, April 1, 1846.

PROGRESS OF EDUCATION IN OTHER STATES.

MICHIGAN.

ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

Submitted December, 1845.

In this document we recognize the views of an experienced school officer. Mr. Mayhew, the author of this Report, was for two years, one of the County Superintendents of Common Schools in New York, and entered upon his duties in his new and wider field of labor with a valuable fund of practical knowledge, acquired in the administration of one of the most efficient school systems in the world.

SYSTEM OF PUBLIC INSTRUCTION IN MICHIGAN.

Our system of education possesses many admirable features. Any child residing within an organized district is entitled to attend the common school, whether his parents are able to pay his tuition or not. The law also provides for supplying the children of indigent parents with such books as they may need.

Our system of township libraries is an admirable one, and is particularly adapted to the wants of townships with a sparse population. It is superior to the district system in as much as it enables the township to purchase a greater number of more valuable books, to which, also, each individual of the township is enabled in due time to have access. The principal impediment to the usefulness of these libraries lies in the circumstance that directors are frequently remiss in the discharge of their duties.

Statutory provision is also made for the establishment of union schools in cities, villages and densely settled townships. In this manner the advantages of the common school, and the highest order of select schools may be happily combined, without any of the mischievous consequences resulting from an invidious distinction.

Our University system, with branches in different parts of the state is justly entitled to the commendation which it has so generally received wherever it is known.

Our common schools, the branches of the University, and the Parent Institution, are intimately connected. If properly conducted, the success of each will exert a healthful influence upon both of the others. Each should hold its own appropriate place in our system of public instruction, and neither should attempt to do the legitimate work of another. Our system will thus be prosperous and efficient. Otherwise, it will suffer in all its departments. For example, if a branch attempts to do the appropriate work of the common school, and opens wide its doors for the reception of scholars in the common English branches, the common schools in the vicinity will manifestly be weakened, and sustain sensible loss. The branch itself will be injured *as such*, and become a semi-common school. It will hence prepare a less number of students for the University than it would otherwise be likely to do. There seems to be a deficiency in the supervision exercised over our schools—particularly our common schools. * * *

It is believed our system of school inspectors might be rendered more efficient, and at the same time less expensive. At present, a meeting of the board is necessary to examine teachers, and indeed, to transact any business. It takes time to assemble the board, and is also attended with expense. When met for the examination of teachers, generally the person who is regarded as the literary member of the board, conducts the examination chiefly. The certificate is made out and signed by all the members of the board. If their action proves to be unwise, each member being a minority, the responsibility is thrown upon the other two. Thus one man labors, three men are paid for it, and nobody is responsible for what they do.

It is respectfully suggested that it would be better to elect one inspector in each town, pay him for what he does, and hold him responsible for it.

CONDITION OF THE COMMON SCHOOLS.

Whole number of school districts reported,	2,095
Number of scholars of all ages,	75,770
Number of scholars under four years, 2,289; over eighteen years, 4,289,	6,578
Number of children in districts reported between four and eighteen years,	90,006
Number of children in districts who cannot read, write and cipher,	4,578

The reports represent that 90,006 children, between the ages of four and eighteen years, reside in districts in which schools have been taught three months or longer, by qualified teachers. A greater number of schools have been opened, and more scholars have been taught, than in any former year. This view of the subject is encouraging to the friends of popular education. In many portions of the state, according to reports received from School Inspectors, our common schools are progressing in improvement, and increasing in usefulness. It should not be disguised, however, that our schools are not adequate to the wants of a free people. To enjoy civil and religious liberty, a people must be educated; not a *few* of them merely, but the *whole people*. If we would know, and enjoy our privileges as citizens of an independent and confederate state, we must develop our own intellectual resources. If we would perpetuate the blessings of a free government, we must educate our country's youth. Every child in the state, on arriving at the period of his majority, should be enabled to read our common language understandingly, write legibly, and compute accounts. Nay, more: he should understand the genius of our government, be an independent thinker, and be thoroughly established in virtue.

LENGTH OF SCHOOL TERM.

The general average for the state is five months. The average length of time scholars between the ages of four and eighteen years have attended school, is a fraction less than four months. Very much is lost by short terms in school. It is unquestionably true, that scholars will advance twice as much in three months, with a good teacher, as they will in two months. Two terms of four months each will enable a school to make double the progress in a year, that they would do in two terms of three months each. It would add greatly to the efficiency of our schools, if the services of good teachers could be secured eight months during the year. Where schools are taught one, or even two short terms, about half of the time is required to recover what the scholars have lost during the preceding long vacation. Where schools are kept open eight months or more during the year, with a little attention on the part of parents during the interval between them,

scholars may progress uninterruptedly in their studies during the entire year. They would thus be enabled to obtain a better education at the age of fourteen years, than under existing circumstances at the age of twenty. Six years of the most valuable portion of a child's minority would thus be secured to his parents unbroken. Still more: It is far better for children to progress uninterruptedly in their studies, and complete their scholastic instruction at the age of fourteen, (if their parents are unable to send them longer,) than to attend school a shorter term each year for a greater number of years. *Habit* exerts a greater influence upon our success in life than most persons are conscious of. Hence the vast importance of early forming correct habits of thought and investigation. In the former case, children having been accustomed to accomplish what they have undertaken, will, from the force of custom, continue to adapt means to the end in view. In the latter case, children having been accustomed to advance slowly, when at all, and to retrograde half of the time, will be more apt to fail than succeed in any important undertaking in after life.

INFLUENCE OF PRIVATE OR SELECT SCHOOLS.

In a majority of cases they [private or select schools,] are inferior to our common schools, being taught by persons who shrink from the ordeal of an examination before the constituted authorities, or who have been rejected by a board of school inspectors for mental incapacity or moral obliquity. Even when select schools are what the term indicates, they cannot safely be relied upon for the education of republican youth. In consequence of the expense, many persons will be unable to send their children. But it may be asked, cannot such parents send their children to the common schools? I answer no. Select schools are the deadliest foes to common schools. Many teachers of private schools would gladly engage in public schools provided they were suitably encouraged. They are at heart public school men. But the tendency of their schools, notwithstanding, is adverse to the interests of common schools. The condition of the common schools in cities, villages, or neighborhoods where private schools are numerous, verifies these remarks. Take Monroe for example. In this city we have a population of 3,000. Our schools consist of a branch of the University, seven select schools, and one common school. There are four unorganized districts in this city. Children residing in either of them are not entitled to attend the common school. Any whose parents are unable to pay their tuition in the select schools are shut out from the means of intellectual culture. The condition of the schools and the means of instruction in Monroe, with slight modifications, will represent the condition of many towns and villages in this state. A child knocks at the door of a select school; if his parents are able to furnish him with books and pay $10 or $15 a year for his tuition, (and there is nothing particularly objectionable in either the child or his parents,) he is allowed to enter; otherwise he is turned away and suffered to famish for the bread of intellectual life. Not so with the common school. It is open to *all*. The child of poverty and want, knocking at the door of the common school house, finds there an asylum. Provision is made not only for his instruction, but for the necessary supply of books. This is an admirable feature in our common school system, and is alike creditable to the head and heart of him with whom it originated. Select schools, then, however good they may be, cannot safely be relied upon, because they are not accessible to all. Nothing short of the universal spread of well conducted common schools can adequately supply our educational wants.

Again, while select schools are aristocratic in their character and tendency, common schools are truly democratic institutions. In a government like ours, the children of the rich and poor should mingle together from their childhood. In the common school they meet on terms of equality, where both alike depend upon personal application and virtuous habits for distinction and elevation. Such an association would be mutually advantageous to the children of the rich and the poor. All men are created equal, says the immortal declaration of independence. This is the fundamental doctrine of our state and confederate institutions. It *should be taught* practically in the family and the school, as it *must be practiced* in after life.

If, however, the sons of the rich have access to the select school, while the sons of the poor are taught in the common school, a baneful distinction is created. The former look down upon the latter as their inferiors. They see not the necessity of so much study, and gradually contract habits of indolence and effeminacy. The intellectual and moral, as well as the physical man sustains loss. At the same

time the latter look up to the former with envious emotions. They feel that injustice is done them. They either shrink under it, and relax their exertions, or resolve to rise above their imagined superiors, and as a means of doing so, redouble their efforts. In this case the whole man is harmoniously developed. The physical and intellectual energies are strengthened and quickened. After two or three generations, at farthest, their posterity will have changed conditions. The history of the past corroborates the truth of these remarks. Instances might be cited were it not invidious. This is the tendency of creating mischievous distinctions in youth. Educate the sons of the rich and poor together in the common school, and they become permanent friends, and mutually assist each other through life.

COMPENSATION OF TEACHERS.

The average wages paid qualified male teachers in the state is $11 98 per month, and females $5 24, exclusive of board. The highest average wages per month in any town is $30 24 to male teachers, and $21 37 to females, exclusive of board.

For such compensation it is not reasonable to expect that a high degree of literary attainment coupled with professional skill would be called into service. The wages and qualifications of teachers must be proportional. The payment of high salaries to inferior teachers will not insure good schools. The tendency, however, of paying higher wages will be to direct the attention of a greater number of persons to the profession of teaching. A competition will thus be created, and soon higher literary attainments and greater professional skill will be brought into the service.

Neither will the payment of moderate or low salaries to good teachers necessarily produce poor schools. It will not, however, long secure the services of good teachers. As is the demand so will be the supply. If a reasonable compensation is offered for the services of good teachers, young ladies and gentlemen of the first order of talent will attain the requisite qualifications and cheerfully tax their best capabilities in the interesting though arduous duties of this profession. He who can teach a good school can engage with proportionate success in other pursuits. If he is not reasonably compensated for teaching, he will seek a more lucrative employment. It is the opinion of some that a second or third order of intellect is all that is desirable to constitute a successful common school teacher. This is evidently erroneous. It may be all that the present compensation will long retain in the service. But it is not all that its importance claims. As is the teacher so will be the school. And as are our common schools so will be our future legislators and statesmen.

SCHOOL BOOKS.

There is a great variety of school books in use in the schools of nearly every township in the state. This variety causes an unnecesary expense to parents; is a perplexity to teachers, preventing, as it does, a proper classification of scholars; and is, hence, an impediment in the improvement of our common schools, which should be removed as early as practicable.

It is not particularly important that the same series of books be used throughout the state. It would be well, however, for all the schools of a township to use a uniform series of books; and when practicable, for the schools of a county to do so.

SCHOOL LIBRARIES.

We have district and township libraries. In the former, the district owns a library which circulates exclusively in the district. In the latter, the township owns a library, from which each district is entitled to draw books quarterly. There are in the state, according to the returns, 115 district libraries, containing 8,460 volumes. There are also 293 township libraries, containing 24,905 volumes. The township libraries contain more than seven times as many volumes as the district libraries. According to the reports, these libraries are generally well selected, and in many cases, are eminently useful.

The following is an extract from the report of the board of school inspectors for Cambria, Hillsdale county:

"The character of our township library, so far as our information extends, is unexceptionable, containing nothing of a sectarian character, or of an immoral tendency. The circulation, though not as extensive as could be wished, nor as it would be under a strict performance of duties by the directors of districts, is nevertheless, fair. In some parts of the township, the circulation is very general, and its influence upon the morals of the inhabitants plainly perceptible. Juvenile read-

ers manifest a great attachment to many books contained in the library, and the many hours heretofore spent in idleness and sports, are now devoted to the acquisition of knowledge; and their progress in the art of reading, is in many instances rapid. In those of maturer years and more expanded views, political discussions and neighborhood slanders give way, in a great measure, during the long winter evenings, to the perusal of works of a higher character in the midst of the family circle."

SCHOOL-HOUSES.

In some of the older counties of the state, there are many very creditable school-houses. In the counties more recently settled, and to a considerable extent throughout the state, there are many poor and incommodious houses. There is, however, a desire, and a determination expressed in many cases, to supply their places with better ones. The *place* where nineteen-twentieths of our youth receive their entire scholastic instruction, should not be overlooked. School-houses are important auxiliaries in the great work of education. If they are unpleasantly located, of mean architecture, and incommodiously constructed; if they are suffered to become and remain filthy; if they are uncomfortably warmed, and their vital parts are literally whittled out; in short, if they more resemble hovels than "temples of science," their tendency will be to lower in the scale of being, to *brutalize* the youth who resort to them for purposes of instruction.

On the other hand, if they are pleasantly located, comfortably constructed, and inviting in their appearance, within and without, their tendency will be to *elevate* the minds and hearts of both teachers and pupils.

If there is one house in the district more pleasantly located, more comfortably constructed, better warmed, more inviting in its general appearance, and more elevating in its influence than any other, that house should unquestionably be the district school-house.

TEACHERS' ASSOCIATIONS AND EDUCATIONAL SOCIETIES.

There is probably no class of men who can so much improve themselves, and increase their usefulness, by forming associations for mutual improvement as school teachers. Such associations have, within a few years, been extensively formed in different portions of the Union, and especially in New York and New England. Their tendency uniformly has been to promote a healthy, social feeling among teachers; to magnify, in their own estimation, the great work of educating our country's youth; to increase their attachment thereto, and better to prepare them for the successful discharge of their duty as educators. By addresses, reports and discussions each has been enabled to avail himself of the experience of others; and thus all have had an opportunity of improving themselves in the art of teaching.

Should a call be given for the organization of a College of Teachers in the early part of the ensuing summer, I am fully satisfied it would be promptly responded to from every part of the state. Professors in the University, principals of branches, and teachers of common schools, would unitedly engage in so noble an enterprise.

EDUCATIONAL JOURNAL.

Such a periodical is deemed an indispensable auxiliary to the work of common school education in New York and Massachusetts, and other states; and it seems to me to be equally important in Michigan. At present we have no efficient means of disseminating information on the subject of common schools.

FEMALE INFLUENCE.

Females are the natural guardians of children. Hence the fitness of the general custom of employing female teachers to take the charge of summer schools, where small children chiefly attend. In visiting schools of small children taught by gentlemen, I have frequently been reminded of the condition of young children in the families of widowers. Indeed, in visiting the schools of many young ladies, I have been reminded of widowers' families, in which the children were entrusted exclusively to the care of inexperienced domestics. When children are transferred from the family, to the neighborhood or village nursery, would it not be wisdom to continue the exercise of maternal supervision over them? The eye of the vigilant mother is ever quick to discover the wants of childhood, and her kind heart prompts her to supply those wants. In many districts the children of poor parents remain at home because their clothes need some attention which it is not convenient for the

family to bestow. In such cases, should a committee of mothers call upon them to supply their little wants, and invite them to attend the school, what joy would spring up in their hearts. He that gives bread to a starving child, does the work of a Christian, but whoever imparts the bread of intellectual life to a famishing *mind*, does an angel's work, and will receive his reward. Who in this world can so appropriately render this interesting service as "man's guardian angel?" Benevolent females are usually modest and unassuming. If the proper authorities in towns and districts will invite their co-operation they will cheerfully engage in this good work.

In this connection Mr. Mayhew quotes the following resolution, adopted by the gentlemen at a public meeting held in connection with a Teachers' Institute of Oneida County, New York.

"*Resolved*, That we will forward the cause of common schools, by inviting the ladies of districts to which we severally belong, as we may have opportunity, to take such action in the common schools of such districts as may seem to us that they are peculiarly fitted to perform; and such as we regard as properly belong to their own sphere in the social system."

This was followed by another resolution, proposed and adopted by the ladies.

"*Resolved*, That if the men, whom we recognize as by the laws of God and man, our directors, and to whose superior wisdom we naturally look for guidance, shall call us into the field of active labor in common schools, that we will obey the call with alacrity, and to the best of our abilities, fulfill such tasks as they may judge to be suitable for us to undertake."

Both of these resolutions were ably supported by Mrs. Emma Willard, of Troy, who was present. We hope soon to publish an address by this lady, on the "*Relations of Females to the Education of the People.*"

OHIO.

The first act under which a system of common schools was organized in Ohio, was passed February 5, 1825. In 1827, 1829, 1830, 1831, 1834, 1836 and 1838, the system was the subject of legislation. The act of the last date was distinguished by the creation, for the first time, of the distinct office of Common School Superintendent. During the continuance of this office, the common schools advanced in interest and usefulness, with a rapidity hitherto unparalleled. By an act of March 23, 1840, the duties required of the State Superintendent were devolved on the Secretary of State; whose duty it now is to collect information generally in relation to the common schools in Ohio, and especially to report the condition and value of all school lands with the amount of the different school funds due to each township from lands or interest. We are indebted to Hon. Samuel Galloway, the present Secretary of State, for a copy of the following document, from which we shall make several extracts of general interest.

REPORT OF THE SECRETARY OF STATE ON THE CONDITION OF COMMON SCHOOLS FOR 1845.

This document opens with the acknowledgment that the state of education in Ohio, is not "complimentary to its dignity and reputation. Our position, in this respect, is so unenviable and inferior, compared with our capabilities, the wants of our people, and the pre-eminence of some of our sister states, that an accurate portrait must be unattractive, and humiliating to the pride of all who boast of it as the place of their nativity or adoption."

STATISTICS.

Whole number of school districts, 5,661; fractional, 797. Number of common schools, 5,385; number of teachers—male, 3,224, female, 2,095; number of scholars enrolled—male, 10,794, female, 8,520; number of scholars in average daily attendance—male, 49,166, female, 35,250; amount of wages paid to teachers from public funds—male $130,737 88 9, females, $33,178 29 7; amount paid teachers from other sources—males, $28,054 83 5, females, $12,439 06 5; number of months common schools have been taught by males, 10,453, by females, 6,464; number of school-houses built, 194; cost of school-houses and repairs, $42,126 89 5; amount of building fund by tax, $37,360 36 2; tax from county duplicate, $126,270 67 2

How imperfect these statistics are, and how far below reality, may be ascertained by comparing them with the lowest estimate from the only attainable data. There are, in the state, by actual enumeration, 712,152 youth between the age of four and twenty-one. Not less than 9,000 districts, 12,000 teachers, and 175,000 scholars in average daily attendance. 250 school-houses have been built, and $60,000 expended in their erection, and for general repairs.

SCHOOL-HOUSES.

It is impossible even to conjecture what is the number or condition of the school-houses in Ohio: but it is more than probable that a faithful description would embrace a grotesque scenery of broken benches, rocking slabs, broken sashes, absent panes, gaping walls, yawning roofs, and floors bowing with infirmity, forcibly suggesting Falstaff's account of his regiment: "No eye hath seen such scare-crows. There's but a shirt and a half in all my company, and the half shirt is two napkins tacked together, and thrown over the shoulders like a herald's coat without sleeves."

EDUCATION MORE NEGLECTED THAN ANY OTHER STATE INTEREST.

Our shameful delinquency could be better tolerated if it were permitted in any, even the most unimportant branch of state affairs; then the wretchedness of school operations could claim a partnership in the same mantle which shrouded other measures, and we would at least possess that insensibility which arises from familiarity with the signs and feelings of deterioration; but this vital interest is conspicuous in the loneliness of its destitution. Although education holds an acknowledged superiority, by the professions of our people, and, in intrinsic merit, is unrivaled by any competitor, yet, it has been exiled from an honorable companionship in the family of state interests, and has been thrown out like a poor, despised foundling, half clad and half fed, to beg for protection. We have claimed to regard it as a paramount topic, and yet our admiring eye has been caught by some trifling interest of party or policy, as in the case of the astronomer, "who, while looking at the sun, saw an animal of huge limbs and immense bulk rushing up on one side, and soon overshadowing and darkening its whole surface, which proved to be only a fly crossing the upper lens of his telescope."

PROSPECT OF IMPROVEMENT.

The auspicious omens which appear and urge us onward, are, that in the cities of Cincinnati, Cleveland, and other important points, common schools, under the kind influence of philanthropy and an enlightened public spirit, are exhibiting those rich fruits which alike show the practicability of the scheme, and excite others to a participation in similar benefits; teachers' institutes and associations are springing up in many sections, enlisting the zeal and activity of men of all grades and professions; greater success in elections favorable to a school tax; more enthusiasm exhibited for the advancement of the cause by county superintendents, as will appear in the fuller and more interesting communications transmitted this year, abstracts of which are given in an appendix to this report; and more satisfactory statistics than in any previous year since 1839.

FUNDS FOR SCHOOL PURPOSES.

There has been distributed in the year 1845, by the apportionment of the Auditor, $285,585 78 4, composed of the following items: $200,000, state common school fund; $11,864 72 8, interest and rents on Virginia military school fund; $7,150 06 interest, on United States military school fund; $9,519 54, interest on Connecticut Western Reserve school fund; $57,015 38 6, interest on section sixteen; $36 07, interest on Moravian school fund.

If the whole amount produced by these various sources had been equally distributed, it would have given between forty and fifty cents to each youth in the state between four and twenty-one, and more than twice that amount to those who actually avail themselves of these privileges. In addition to the general appropriation, it is also provided in section two of the same law which creates the common school fund, that "there shall be annually levied and assessed, upon the ad valorem amount of the general list of taxable property in the state, two mills on the dollar." By an amendatory act passed March 16, 1839, it is provided, "that the county commissioners of any county, at their discretion, may reduce the school tax to be levied and collected in their respective counties, as provided for in the second section of the act to which this is an amendment, to any sum not less than one mill on the dollar." The later act was unpropitious, as it caused a withdrawment of patronage from our educational interests, in their infancy, when struggling for life, they needed all the kindness and nourishment which parental love could supply. But for the amendment, there would have been realized this year, from the tax specified, the sum of $288,320 93, an amount which, if combined with the nearly equal sum distributed by the state, would have yielded at least $1 50 to each of those who attend common schools, and consummated the benevolent intention expressed in the law, by furnishing not less "than six months good schooling" to the youth of every district. In other states, the provision is embodied in their school laws, requiring the counties to raise an amount equal to, if not greater than the amount given by general distribution.

The inquiry may here be suggested, is it equitable, as the apportionment is equal and for the common welfare, that some counties should meet that bounty with a less contribution than others? Were the education of the youth in each county an interest, in its immediate and ultimate consequences, bounded by geographical lines, then the use or misimprovement of a general fund, would be a matter exclusively of their own concernment. As, however, the connexion is so intimate and mutual, that, "if one member suffer, all the members suffer with it; or one member be honored, all the members rejoice with it," ought not each to be taxed proportionably to its ability, and benefits received? One or two examples may be cited in exemplification of these remarks.

Pickaway county returns as the amount assessed, $2,876 46; but a tax of two mills on the amount of her taxable property, $2,880,349, ought to yield $5,780 69, more than twice the amount rendered. Stark county has also assessed but one mill on the dollar, and Warren about the same, whilst Morgan, Pike and other counties, have fulfilled the provisions of the original law. Is not the inequality produced by the amendment adverse to the common weal, and, in an enterprise so general and commanding, as all share equally in the blessings, ought they not to bear equally the burthens?

WISE ECONOMY OF EMPLOYING FEMALE TEACHERS.

The only practicable mode by which a greater amount of instruction can be had, and for less money, is by a more general employment of female teachers. It will be seen by the statistics of this year, that the amount paid 3,224 male teachers, out of public and other funds, was $158,791 72, whilst 2,095 female teachers received only $45,616 36. From this it appears that each male teacher received $59 25, whilst each female teacher received only $21 82, being less than one half of the compensation given to the former. Nearly the same difference exists in wages given to male and female teachers, in New York and Connecticut. If female teachers of equal merit and qualification can be obtained, the economy of the substitution for male teachers, whenever it is practicable, cannot be doubted. Are they as competent as males? Their literary qualifications must be subjected to the same scrutiny, and from the unobtrusiveness of the sex, it may be presumed that their real attainments are superior to those which will be apparent, in the embarrassing circumstances of an examination. It is probable that they will be better qualified, as the young lady who engages in teaching, does it with the purpose of making it her exclusive employment until a higher *engagement* calls for her time and devotion. She will consequently acquire an impassioned attachment for the vocation, accompanied with suitable qualifications, which cannot be attained by one who embarks in the business to fill a vacuum in his usual employment.

In moral endowments, her superiority must be admitted. A distinguished teacher and writer, in treating of the moral qualities of a teacher, has justly remarked, that "he should be patient, full of hope, of a cheerful spirit, generous, a lover of children, full of benevolence, just, a lover of order, a reverencer of God and his laws, conscientious, firm, with a talent to command." How admirably this representation suits the accomplished female teacher! Who so well fitted to hush the turbulence of passion—restrain the impatience and perverseness of unkind temper—administer gentle and affectionate reproof, and win, by meek precept, the wayward to the pleasantness of wisdom's ways? Who so qualified to cultivate the young affections, to breathe upon them purity and fervor, to fasten them upon objects from which they may gather strength, and to clothe them with a panoply of virtue, which will resist every polluting influence? Who so well calculated to inspire respect and reverence for parental authority, social relations and obligations, to unfold the beauty and loveliness of moral scenery, to clothe vice with horror, and virtue with attractiveness, and to lead the mind, by a contemplation of the motives and realities of a better world, to the love and practice of those graces which shall be crowned with an eternal inheritance? With these capabilities, and with that aptitude, discrimination and tact in the control of children, which characterize the sex, none are so well qualified as they to assume their guardianship, and to none is committed a greater portion of responsibility, in the education of youth, of both sexes. To this it may be objected, that they are deficient in a talent to command. This would be forcible, if the antiquated method were still in use, of applying instruction by the birch, ferule, cowhide, &c. Under that dispensation in which the schoolhouse was invested with the scenery and equipments of a dungeon, a strong arm, rigid muscles, and still more rigid feelings, were indispensable for sustaining the despotic government of the pedagogue. In these latter and brighter days, it has happily been discovered, that kindness is more effective than cruelty, and that the possession of the heart and conscience best secures the attention and energies of the mind. The unanimous testimony of the superintendents and directors of schools, where the experiment has been fully tested, clearly shows that their capacities to command are equal, and that the order, discipline and harmony of these schools are superior to those under the direction of the bolder sex.

INFLUENCE OF PRIVATE OR SELECT SCHOOLS ON COMMON SCHOOLS.

Unless our common school system be liberally patronized by legislative and private liberality, and command the confidence of all classes, the effect will be disastrous upon the success and energies of teachers and taught. Select schools spring up on the decay or ruin of common schools, and distinctions, with their unpleasant consequences, naturally arise. Degradation must attach to a school from which the children of the wealthy and influential are withdrawn. It loses

its prominence in public estimation, and draws no warm circle of expectation around it. It cannot even claim the sympathy of a charity school, nor challenge patronage for its intrinsic merits, but becomes a half pauperized independency, which moves neither in the way of respect, nor of benevolence.

It does not require the eye of a prophet to foresee how disastrously a separation of interest and effort in education must effect the harmony and prosperity of our social condition. The small, low-roofed and weather-worn school-house, peeping from some obscure corner, and the commodious and elegant house at a conspicuous point, present a contrast indicative of antagonistic elements. As the children so differently circumstanced, as they are in these habitations, wander through the streets and meet each other, will not distrust, envy, and jealousy burn in their young hearts? Can they realize that all men are born free, equal and independent, and that they are joint heirs of the same political inheritance? If these things be done in the green tree, what shall be done in the dry? Is it not probable that these causes of alienation will be succeeded by others more influential and fatal, and that the flame of hostility kindled in youth will break into an angry fire in manhood? It behooves us all, in a mutual pledge and effort of patriotism, to strike from our measures every anti-republican feature and emblem, and to establish a plan of education worthy our name and professions, and commensurate with our high destiny and development—a broad, common platform where the children of the rich and the poor may start together in the career of honorable competition—where may be practically realized the spirit and hopes of those whose blood flowed in a *common* current for our political redemption, and where shall be cultivated a unity and devotedness of feeling and purpose to be brilliantly illustrated in future life, by an united republican sentiment and action for the interests of a *common country*.

TEACHERS AS THEY SHOULD BE, AND AS THEY SOMETIMES ARE.

To discharge a duty so momentous, what a well assorted union of qualities is necessary! How apt to teach ought he to be—how familiar with the elements of the human constitution, with the depth and purity of human feelings, and with the power and variety of mental faculties—how cool in judgment, clear in conscience, devoted in heart, and strong in intellect—how intimately ought he to be acquainted with the principles and details of all science and literature embraced in his profession—and, especially, how liberally ought he to be endowed with that "wisdom which is from above, which is first pure, then peaceable, gentle, and easy to be entreated, full of mercy and good fruits, without partiality and without hypocrisy."

Elevated and commanding as the talents and attainments of a teacher ought to be, one obtains license to teach orthography who replied to the question, spell ocean, that there were two ways of spelling it, otion and oshion; another, who spelled philosophy, filosefey; and another who spelled the common word earthly, erthley. Upon others were bestowed the honor of teacher of arithmetic, one of whom could not tell how many cwt. were in a ton; another who was ignorant of the multiplication table, and another who could not tell the cost of nine cords of wood, at $1 37½ per cord. Another was licensed to teach geography who, in reply to the question, how is Virginia bounded? answered, by Tennessee on the north, and Maryland on the east. These are but a few of many specimens communicated by friends of education, as evidences of the kind and amount of qualifications tolerated in some sections of our country.

PLAN FOR ELEVATING THE QUALIFICATION OF TEACHERS.

1. By impressing upon the public mind its necessity. This subject challenges the attention and interest of those who control the pulpit, the press, and all who, by their prominence in talent and station, can utter awakening truths to the mass of their fellow citizens. A strong pervading excitement is needed to break the torpor which has settled upon the public mind.

2. By a rigid examination. This is a necessary pre-requisite for procuring a change in public sentiment. It is certainly better for the cause of education, and consequently better for the interests of the people, to reject, than to license unworthy applicants. If the citizens of a district cannot obtain an incompetent man, for whose services they petition, their necessities will compel them to obtain a better teacher, although for a larger price and a shorter time.

A severe scrutiny of qualifications will not be less beneficial to *applicants*. It is within our knowledge, as proof upon this point, that one School Examiner in one

of our counties, by his fidelity and strictness, revolutionized the character of teachers. One, too, who has risen from a transient unpopularity, resulting from what was deemed severity, to an abiding confidence in the affections of that people.

3. By Teachers' Associations. It is gratifying to record the fact, that in many portions of our state, these unfailing indications of the advance of education are in successful operation. Within the past year, in some of our Western Reserve counties, a decided impulse, with encouraging results, has been given to the movement. It is easy to anticipate the beneficial influence of such measures upon teachers, schools and public sentiment. * * He must be a respectable teacher who can assume a conspicuous participation in the duties and exercises of such meetings, and it is plain that distinctions won there will constitute his general reputation. The common sentiment that the occupation of the teacher is an inferior one, repels talents and attainments from the vocation. A man will not voluntarily seek a situation where he will be subjected to inferiority. A single convention, with its array of talent, respectability and intelligent action, will dislodge such an opinion from any community, and plant in its stead a fervent respect for the dignity and honor of the calling.

NECESSITY OF THOROUGH SUPERVISION—COUNTY SUPERINTENDENTS.

Your attention is again solicited to a consideration of the importance of creating the office of County Superintendent. The developments of the past year, the recorded experience and testimony of the intelligent and judicious, and a more thorough scrutiny of the intrinsic merits of the proposed plan, concur in strengthening the conviction expressed in the last year's report, "That the most efficacious means which can be adopted at the present crisis, is the erection of the office of County Superintendent."

All must agree that the merits of the educational affairs of any county are equal, if not paramount to any other interest, and yet were other objects visited with the same indifference, they would perish. Were there not more salutary measures for regulating the roads and highways of our counties, than exist for managing and superintending common schools, or were the commissioners invested with no higher power on this subject than that with which our county auditors are clothed in regard to schools, the people would soon clamor for a change. Did grand jurors make no fuller presentment, or institute no more searching inquiry into the crime of any county than is made or instituted in reference to educational wants, that co-ordinate power in our courts would be regarded as a nuisance, and villainy would stalk unrestrained. In all other matters obligation is created, responsibility imposed, and the punctual and full discharge of duty enforced by appropriate sanctions and penalties, whilst this, which ought to be the central and superior object, is left to the uncertainty of expediency or caprice.

A summary of the topics which would appropriately be embraced in the sphere of a superintendent's labors, will show the importance of the office. They would be the introduction of uniform systems of teaching, suitable text books and methods of instruction, school-houses, their exterior and interior arrangement, school teachers, their examination and qualifications, consulting and advising with directors and other officers, and examining schools and classes, delivering public addresses, making annual report to the State Superintendent, embracing the number of pupils attending school at the time of visitation; the number of classes in each school, the number of scholars in each class, the ages and compensation of teachers, and the length of time they have taught; the qualifications of teachers, the mode of teaching, government and discipline of schools.

One of the most desirable influences which can be exerted by this class of officers, is, that of exciting an intense enthusiasm in the cause of education among parents and children. A zealous and successful advocate of a cause which appeals so strongly to the best and purest feelings, must make his ministrations effective in breaking the apathy which has seized the public mind. Let one, inspired with the excellence of his mission, and with an abiding, practical, intelligent conviction of its surpassing importance, visit and call together parents and guardians of youth; spread before them, at the fireside and in the congregation, those facts, arguments and illustrations with which he will abound, and a decided, favorable interest must be enkindled. This effect will certainly be attained, if he can verify the success of his efforts—if he can array before them, as evidences and seals of his opinions, those living illustrations which will appear in the school-house, and the family, by

which will be exemplified the surprising and delightful effects of improved modes of education.

That a county superintendency is neither novel nor unwise, is abundantly exemplified in the past and present condition of the common schools in the state of New York. * * * To their efforts is to be attributed, to a very great extent, the revolution in public sentiment, by which the district school, from being the object of general aversion and reproach, begins to attract the attention and regard of all.

THE IMPORTANCE OF EDUCATION TO OHIO.

As citizens of Ohio, we are pledged to the subject and cause of education, by the declaration and acts of our fathers. In the third act of the ordinance of 1787, is the sentiment, "religion, morality and knowledge being necessary to good government, schools and the means of education shall forever be encouraged." This declaration is reaffirmed in our bill of rights, "but religion, morality and knowledge being essentially necessary to good government, and the happiness of mankind, *schools and the means of education* shall forever be encouraged by legislative provision, not inconsistent with the rights of conscience."

Our venerable sires, with their characteristic wisdom, regarded "schools and the means of education," as the proper basis upon which could securely stand the pillars of good government. Our practice exhibits that we have preferred *another foundation*, in *canals, turnpikes and railroads. They* contemplated person with its inalienable rights, as the highest object of care, and government as the visible manifestation of enlightened minds and cultivated hearts. *We* have made property the absorbing interest, and its protection and advancement the chief end of legislation. Their broad eye compassed the wants of all. Our restricted vision has embraced the few. As the result of an abandonment of their benevolent purposes, and an apostacy, in practice, from our faith, there are now between 40 and 50,000 citizens of Ohio, over twenty years of age, who can neither read nor write, (12,000 of whom, at least, are exercising all the privileges and rights of freemen,) and not less than 150,000 children, between the ages of four and twenty, entirely illiterate.

To those who recognize that sentiment, to which the true patriot's heart most joyously consents—the capability of man for self government—the great number of the uneducated ought to furnish matter for grave reflection. To the subject of a despotism, ignorance is bliss, but knowledge is the life-blood of a sovereign people. Said a distinguished philosopher, "to send an uneducated child into the world, is to defraud community of a benefactor, and bequeath them a nuisance;" and said a no less distinguished politician of our country, "a well instructed people *alone* can be a permanently *free* people."

This is the practical question to be solved: Shall the vast multitude of youth in our land, our kindred in blood and the inheritance of liberty, now sunk in ignorance, be supplied with those means of education by which they shall be elevated to the dignity of American freemen—their moral and intellectual nature be fully developed—their varied relations and responsibilities be fully appreciated and honorably discharged; or shall they be cast off from our sympathies and communion, and left to grovel in moral and mental debasement—possessing no check for the fury of passion, no control over raging appetites—no guard against the power of temptation—no conscience alive to the power and influence of truth, and no guide to present duty or eternal destiny. With this alternative, no one can mistake the path of duty. Economy, policy, safety, honor, all concur in pressing the admonition of Jefferson, "make a crusade against ignorance, establish and improve the law for educating the people." Better to shut out the light from their eyes, the air from their lungs, or seal the fountains of water and fire, than to rob them of those moral and intellectual elements which alone can qualify them for the high position of freemen. Far better to pay taxes which will rise like vapors to descend in refreshing showers, than to build jails, penitentiaries and alms-houses, to relieve wretchedness and punish crime, which a wholesome education might have prevented.

There is no truth better established by the providence of God, and the history of our world, than this—that all legislation which recognizes the equality of man, protects him from the oppression of selfishness and unjust power, and encourages the development of the noblest powers with which God has endowed him, will be crowned with the highest results of peace, happiness and prosperity; whilst every system of policy, marked by partiality and injustice, and calculated to repress the

generous aspirings of humanity, will be visited by a fearful retribution of tribulation and wrath.

"We still have judgment here; that we but teach
Bloody instructions, which being taught, return
To plague the inventor: this even-handed justice
Commends the ingredients of the poisoned chalice
To our own lips."

TEACHERS' INSTITUTES.

This new agency of school improvement was introduced into Ohio under the auspices of Judge Lane, and other gentlemen of Sandusky, and the immediate instruction of Mr. Town, of New York, and of A. D. Lord, Principal of the Western Reserve Teachers' Seminary, at Kirtland, Lake County, Ohio. We have before us a "*Catalogue of the Board of Instruction and Students*" of two Institutes, one held in September, at Sandusky City, numbering 103 students, and the other at Chardon, Geauga County, numbering 140 teachers. Both contain resolutions by the teachers, acknowledging the benefits they had received, and highly approving the plan of the Institutes. Arrangements have been made for future sessions.

Since the above was in type, we have received a letter from Mr Lord, of Kirtland, from which we make the following extract.

The regular course of instruction at Sandusky embraced,—6 lessons or lectures on the elementary sounds, spelling and punctuation of the English Language; 4 do. in reading, grammatical and rhetorical; 5 do. in Town's analysis of derivative words; 10 do. in English Grammar, parsing, &c; 11 do. in Geography and the science of Government; 3 do. on the use of the globes in teaching; 12 do. in written and 4 in mental arithmetic; 5 do. in Mensuration and the elements of geometry; 3 do. in Mental Philosophy

In addition to these, numerous informal lectures were given, on teaching History and Chronology, Declamation, Composition, &c. and on the best methods of teaching and governing schools. There were also eight public discussions of important questions, and eight public lectures by the members of the Board of Instruction, and other invited gentlemen.

The Geauga Co. Teacher's Institute, was assembled by the County Educational Society. The course of instruction pursued was similar to that adopted at Sandusky, though more systematic in some respects. In the Introductory address it was stated, that "it was our object to give the greatest amount of valuable, practical instruction, in the most systematic form, and in the least possible time." We had the best attention from all the members of the class at both places, and it is seldom, probably, that such intelligent assemblies are congregated in this or any other section of the union. It was said at both places, that the best, the *most enterprizing and efficient teachers* in the whole vicinity were there; and the friends of education generally feel confident, that if Institutes are sustained, the poorer class of teachers will be driven from the employment altogether.

Our (Lake) County Common School Society is quite active. An agent has been employed during the past winter to visit the schools of the County, and make a thorough examination into their condition, &c. His report will soon be published.

COMMON SCHOOLS IN CINCINNATI.

The common schools of Cincinnati will compare favorably with those in most of our eastern cities. From the "*Fifteenth Annual Report of the Trustees and Visitors of Common Schools, to the City*

Council of Cincinnati, for the year ending June 30, 1844," it appears that there were 8,248 different pupils connected with the schools during the year, with an average attendance of about 4,000. The annual expenses for instruction and contingencies amount to about $34,000. Of this sum, $25,000 were raised by tax. In addition to the day schools of different grades, there are *German schools*, in which 753 children of German parentage receive instruction in both English and German; and *Evening schools*, for the instruction of those young persons over twelve years of age, who are prevented from attending the day common schools of the city. The following extract is from a Report of a Committee of the City Council.

The common branches of an English education are thoroughly taught in all the departments, and in each of the schools classes of the more advanced scholars are taught in the higher branches of a liberal English education. The German English Schools are increasing in usefulness, and fully realize all that was expected from them by the most sanguine friends of the system. It will be seen by reference to the report that gratuitous instruction has been furnished to a number of the more advanced pupils in the science of Book Keeping, and also in the French language, by competent instructors. Music has also been successfully taught by Professor Colburn, in most of the schools.

Your Committee are fully of the opinion that by the zeal and energy manifested by both Trustees and Teachers, the Schools will become, and are in fact now, the Pride of the City, and emphatically the People's Colleges.

We have also received the "*Sixth Annual Report* of the Trustees and Visiters of the Common Schools," in Portsmouth, presented November 20, 1845; from which it appears that the public schools are divided into different grades, and are in a prosperous and improving condition.

SMITHSONIAN BEQUEST. NATIONAL NORMAL SCHOOL AND NATIONAL LIBRARY.

By the last will and testament of James Smithson, of London, in the kingdom of Great Britain, the Government of the United States was made the trustee of the whole of his property, for founding at Washington, under the name of the Smithsonian Institution, of an establishment for the increase and diffusion of knowledge among men. Of this property, there was paid into the treasury of the United States, on the first of September, 1838, the sum of five hundred and fifteen thousand one hundred and sixty-nine dollars, ($515,169) upon which there will have accrued in interest the sum of two hundred and forty-two thousand one hundred and twenty-nine dollars, ($242,129) on the 1st of July, 1846. Various plans have been proposed by committees of the Senate and of the House of Representatives, for the action of Congress, with regard to this noble bequest; but amid the jarring conflicts of party, and the absorbing and exact-

ing claims of other interests, the peaceful and unobtrusive cause of universal education has been thrust aside, *and the government thus far has done nothing* beyond accepting the trust and receiving the money. Our attention has been recently called to this subject, by a document from the Hon. Robert Dale Owen, chairman of a "select committee of the House of Representatives, on the Smithsonian Bequest," to establish an institution which shall carry out the design of the large minded testator. We have not had time to examine the details of the bill before us, or to compare its provisions with those which have been before submitted. We perceive that it appropriates the interest which has accrued up to the 1st of July, 1846, to the erection of suitable buildings for the reception of objects of natural history, of a library, a gallery of art, lecture rooms, &c.; and the enclosing and preparing suitable grounds; and that the six per cent. interest on the amount of said trust fund be hereafter appropriated to the perpetual maintenance and support of the institution. The institution is to be conducted by a board of managers, to consist of the Vice President, and Chief Justice of the United States, the Mayor of the city of Washington, three members of the Senate, and three members of the House of Representatives, together with six other persons, other than members of Congress, two of whom shall be members of the National Institute, resident in Washington. There is to be a professor of agriculture, horticulture and rural economy, who shall have charge of a botanical garden, and institute experiments to determine the utility and advantage of new modes and instruments of culture, and the introduction of new fruits, plants and vegetables, into the United States. Our attention was particularly attracted to the following sections.

SEC. 7. And whereas the most effectual mode of promoting the general diffusion of knowledge is by judiciously conducted common schools, to the establishment of which throughout the Union, much aid will be afforded by improving and perfecting the common school system of the country, and by elevating the standard of qualification for common school teachers: and whereas knowledge may be essentially increased among men by instituting scientific researches, and, generally, by spreading among the people a taste for science and the arts—

Be it further enacted, That the board of managers shall establish a normal branch of the institution, by appointing some suitable person as professor of common school instruction, with such other professors, chiefly of the more useful sciences and arts, as may be necessary for such a thorough, scientific, and liberal course of instruction as may be adapted to qualify young persons as teachers of common schools, and to give to others a knowledge of an improved common school system; and also, when desired, to qualify students as teachers or professors of the more important branches of natural science. And the board of managers may authorize the professors of the institution to grant to such of its students as may desire it, after suitable examination, certificates of qualification as common school teachers, and also as teachers or professors in various branches of science; they may also employ able men to lecture upon useful subjects, and shall fix the compensation of such lecturers and professors: *Provided, however,*

That there shall not be established, in connection with the institution, any school of law, or medicine, or divinity, nor any professorship of ancient languages. And the said managers shall make, from the interest of said fund, an appropriation, not exceeding an average of ten thousand dollars annually, for the gradual formation of a library, composed of valuable works pertaining to all departments of human knowledge.

SEC. 10. *And be it further enacted*, That it shall be competent for the board of managers to cause to be printed and published periodically or occasionally essays, pamphlets, magazines, or other brief works or productions for the dissemination of information among the people, especially works in popular form on agriculture and its latest improvements, on the sciences and the aid they bring to labor, manuals explanatory of the best systems of common school instruction, and generally tracts illustrative of objects of elementary science, and treatises on history, natural and civil, chemistry, astronomy, or any other department of useful knowledge; also, they may prepare sets of illustrations, specimens, apparatus, and school books, suited for primary schools.

We intended to have submitted some remarks on the importance of a National Normal School at Washington, and on the practicability of enlarging the plan recommended by the Committee of the House, so as to embrace more of the plan of a National Library, so eloquently advocated by Hon. Rufus Choate, in the Senate, in 1845. But we must defer our remarks to another opportunity.

ORGANIZATION OF SCHOOL DISTRICTS.

We would remind the School Committees of the several Towns, that the Annual Meeting of School Districts for the choice of Trustees and other officers must take place in May, and that notice of the time, place and object of holding the first meeting of any district, must be given by the Committee of the Town to which such district belongs. The requirement of the law as to the manner of giving notice, will be found in Section xii of the "*Act relating to Public Schools*," passed June 27, 1845, which is printed in the Journal of the Rhode Island Institute of Instruction, No. 9. At the request of many committee-men, we shall issue in the course of the month, a Circular, in which we shall aim to set forth in detail, the mode of proceeding in the organization of school districts.

RECEIPTS FOR THE JOURNAL.

Anna Inman, Slatersville,	$3 00	Rev. Mr. Tilley, Providence,	50
A. Vaughan, Providence,	50	A. B. Russell, Petersville, Md.	1 00
Amos Perry, "	21 00	F. A. Boomer, Natick,	9 60
B. D. Slocum, East Greenwich,	50	A. D. Lord, Kirtland, Ohio,	1 00

Providence, April 1, 1846. T. C. HARTSHORN.

Packages of the regular numbers of the Journal from No. 2 to No. 8, inclusive, containing the Report of the Commissioner of Public Schools, and the accompanying documents as far as Appendix No. viii, will be forwarded to subscribers in the course of the present month. Number 9, for April 1, containing the "Act relating to *Public Schools*," will be sent with this number (No. X) of the Extra Journal.

JOURNAL

OF THE

RHODE ISLAND INSTITUTE OF INSTRUCTION.

The JOURNAL OF THE RHODE-ISLAND INSTITUTE OF INSTRUCTION will be published on the 1st and 15th of every month, until a volume is completed by the publication of twelve numbers.

Each number will contain at least sixteen pages in octavo form: and in addition, from time to time, an EXTRA will be published, containing official circulars, notices of school meetings, and communications respecting individual schools, and improvements in education generally; and one of a series of "*Educational Tracts*," devoted to the discussion of important topics, in some one department of popular education.

The volume, including the EXTRAS and "*Educational Tracts*," will constitute at least three hundred pages, and will be furnished for fifty cents for a single copy; or for three dollars for ten copies sent in a single package; and at the same rate for any larger number sent in the same way.

The subscription must be paid on the reception of the first number.

HENRY BARNARD, Commissioner of Public Schools, Editor.

THOMAS C. HARTSHORN, Business Agent.

PROVIDENCE, Nov. 6, 1845.

PROGRESS OF EDUCATION IN OTHER STATES.

CONNECTICUT.

We shall close our notice of the progress of education in other states, by extracts from the

Annual Report of the Superintendent of Common Schools of Connecticut for 1846.

This document makes a pamphlet of two hundred pages, and besides the Report of the Superintendent (Hon. Seth P. Beers, who is also Commissioner of the School Fund,) contains an abstract of the statistical information returned by the school visitors, and extracts from the reports of the same committees on the condition and improvement of the common schools in their respective towns. In the appendix there is printed the Essay, by Rev. Noah Porter, jr., which received the premium of $100, offered by James M. Bunce, Esq., of Hartford, "for *the best Essay on the improvement of the Common Schools of Connecticut.*" We hope to be able to send a copy of this Essay to the subscribers of the Journal.

From the extracts which follow, it will be seen, that the common schools of Connecticut labor under the same class of evils, which are known to exist in Rhode Island, and that the same remedies for them

are suggessed in Connecticut, which are already in operation in this State. We have no hesitation in saying, that Rhode Island, by continuing in steady and vigorous operation the measures which have been prosecuted thus far, will have, in five years, a better system of public instruction in *every town*, than Connecticut ever had, or ever will have, unless great changes in the present organization and administration of her system are made.

EXTRACTS FROM REPORT OF SUPERINTENDENT.

According to the enumeration taken in August 1845, as returned to the office of the Comptroller by the committees of the several school societies, there are in the State 85,275 children between the ages of 4 and 16 years, the ordinary but not exclusive subjects of Common School instruction. These children are distributed through 144 towns, which are divided into 215 school societies, and these are again subdivided into 1644 school districts.

Although made the depositories of the United States surplus fund, one-half of the annual income of which fund is by law appropriated to the support of Common Schools, the towns as such have not been recognized in the organization of our school system since 1796. Since that date, and particularly since 1800, the general supervision of the schools has been exercised by school societies, whose territorial limits are sometimes co-extensive with the limits of the towns whose name they bear, but more frequently embrace only portions of a town, and sometimes parts of two or more towns. The local management of the schools, by the act of 1839, passed into the immediate care of the inhabitants of school districts, which were by that act clothed with new powers for this purpose.

The 1644 school districts differ from each other in respect to territorial extent, population, wealth, and particularly in the number of children between the ages of 4 and 16 years, which decides practically, in most cases, the ability of the district to maintain a school, as the number of children between the above ages constitutes the basis on which the income of the School Fund is apportioned among the school districts. By reference to the appendix, (document B.) it will be seen that while there is an average of 51 children to each of the 1644 districts, there are 41 districts with an aggregate of only 189 children, or an average less than 5 children to each district, and 96 districts with an aggregate of over 23,000 children, or an average of more than 240 children to each district.

The following is a condensed view of the condition of the Common Schools in 175 school societies, including 1351 districts, as presented in the reports of the school visitors.

The average attendance of children of all ages in the Common

Schools in the summer of 1845 was 43,748, and in the winter of 1845–6 was 34,725. The whole number of children between the ages of 4 and 16 in the same societies was 71,196. Making due allowance for the attendance of children of 4 years of age and under, in the summer, and those over 16 years of age, in the winter, the returns would show that a little more than one-half the children upon whom the school money is drawn, attend the Common Schools in winter, and less than that number attend in the summer.

The number of children of all ages, in the same societies, who attend private schools of different grades, is 6,402.

The number of children between the ages of 4 and 16, in 100 societies, returned as in no school public or private, during the year, was 4,345. Most of this number, it is presumed, have attended school in former years, and others it is to be hoped will attend hereafter.

The average length of time the schools were kept, is returned as four months and one-quarter in winter, and four months and two-thirds in summer, or for a period of about nine months during the year.

The whole number of teachers employed in the 1,351 districts in the winter schools was 1,413; or 1,075 males, and 338 females.

The whole number of teachers employed in the summer schools was 1,300; or 123 males, and 1,177 females.

The average monthly wages paid to male teachers was $15,42, and to female teachers $6,86, exclusive of board. The average wages paid to male teachers in the country districts would be reduced by excluding from the computation the wages paid to male teachers in the cities and large villages.

Of 1,085 teachers, 911 are returned as "boarding round" among the families of the scholars, and 174 as boarding themselves.

Out of 1,200 school houses respecting which any information is given, 74 are returned as in *very good* condition; 512 as in *good* condition; 344 in *ordinary* condition; 169 in *bad* condition; and 101 in *very bad* condition.

In 304 districts, 80 of the school houses are returned as being provided with necessary out-houses, and 224 are unprovided. Those which are provided, are returned as in a very bad condition.

In 151 school societies, from which returns have been made on this point, there are upwards of 215 different authors or text books in the several studies pursued, viz:

10 in spelling, 92 in reading, 3 dictionaries, 30 in arithmetic, 18 in geography, 19 history, 14 in grammar, 6 in natural philosophy, 2 in chemistry, 2 in geometry, 2 in mental philosophy, 5 in astron-

omy, 5 in algebra, 3 in surveying, 1 in botany, 4 in book-keeping, 2 in rhetoric.

In 25 societies, the school visitors have recommended certain books to be used whenever new books are to be purchased, and in 33 societies a list of books has been adopted to the exclusion of all others.

The school houses are generally supplied with black-boards; and to some extent with globes; 992 of the former, and 46 of the latter being returned.

In 82 societies the official visitation of the schools was performed by a sub-committee of one or two persons, and in these societies the schools have been visited according to law, once near the opening of the school, and again near its close. From these societies the returns are generally more full, and are accompanied with suggestions which are evidently the result of much observation and reflection on the condition of the schools. Experience has shown that the business of school supervision faithfully performed, requires time, experience and intelligence, and that it will not be faithfully performed generally unless those who devote the time are compensated.

The extent to which parents visit the schools where their children attend, cannot be presented in a statistical summary. The practice varies in different societies, and more in different districts of the same society; but not in any district or society does the practice prevail to the extent which the prosperity of the schools require.

Taking the foregoing returns from 175 societies as the basis of an estimate for the forty-three societies (Document E,) from which no reports have been received, the following may be regarded as an approximation to the present condition of the Common Schools in the State.

Population in 1840,	309,978
Capital of School Fund,	$2,070,055
Annual Dividend,	119,384
Number of towns,	144
" school societies,	215
" school districts,	1644
" children over four and under sixteen years of age,	85,275
Average attendance of scholars of all ages in common schools in summer,	41,572
Average attendance of scholars of all ages in common schools in winter,	52,400
Estimated number who were four years and under, in summer schools,	1,600
Estimated number who were over sixteen years of age, in winter schools,	5,500

Number of scholars of all ages in private schools of different grades,	10,000
Number of children over four and under sixteen, in no school, public or private, in summer or winter,	8,000
Length of schools in summer and winter, in months, from	8 to 9
Teachers employed in summer—male,	149
" " " female,	1,423
" " in winter—male,	1,300
" " " female,	408
Monthly wages paid to teachers—male,	$15 42
" " " " female,	$6 86
Number of districts in which teachers board round,	1,500
" " " board themselves or are boarded by district at one place,	145
Number of school districts unfurnished with school-houses,	50
Number of school-houses,	1,600
" " in very good condition,	100
" " good,	769
" " ordinary,	472
" " in bad condition,	232
" " very bad,	127
" " supplied with necessary out-buildings,	437
" " not supplied,	1,163
" " supplied with black-boards,	1,360
" " " " globes,	65

The following is a summary of the *defects* as presented by the school visitors, in the operation of our school system, and the *remedies* proposed by them, in their reports to the Superintendent; extracts from which are hereto appended.

First—The apathy of parents and the public generally, as manifested in not visiting the schools, and attending school meetings, when school committees are to be appointed, and appropriations voted for teachers, school-houses, apparatus, &c.

The remedies proposed by them are—

1. A regular system of reports as to the condition of the schools and their improvement, both to the school society and the State, printed and circulated widely among parents and school officers.

2. Lectures and discussions by school officers and others, on topics connected with the method of instruction and discipline, school-houses, books, apparatus, and above all, the qualifications of a good teacher.

3. The circulation of Educational Tracts.

4. The publication of a Common School Journal.

Second—The employment of *cheap*, instead of well-qualified teachers.

To supply this want, the following remedies are by them proposed.

1. The establishment, by the State, of one or more Normal schools for the practical training of such young men and young women, as show the requisite native talent and tact, to the best methods of school government and instruction.

2. The holding of Teachers' Institutes or Conventions for one or two weeks in the spring and autumn, where young and inexperienced teachers may have an opportunity to review their studies, and receive practical instruction from older and experienced teachers.

3. An association of the teachers of a town or county, for an evening or a day, or a longer time, for discussions and lectures on topics relating to their profession.

4. A more thorough system of examination of all candidates to teach, by a senatorial district, or county Board of Examination.

5. A system of visitation, by a county or senatorial district board, and a faithful report, exposing poor teachers, and naming with commendation those teachers who are faithful and successful.

6. Higher wages.

Third—The constant change of teachers from summer to winter, and from winter to summer.

The remedies proposed by them are,

1. Higher compensation, to induce good teachers to remain in the same place.

2. A classification of the schools, so as to have occasion for a smaller number of male teachers in the higher department, and a larger number of female teachers in the primary schools, for the year round.

Fourth—The want of better school-rooms, and better out-door accommodations.

The remedies which they propose are,

1. An exposure, in faithful reports and lectures, of the injury done to the health, morals, manners and intellect of scholars and teachers, by the present neglect.

2. The erecting and fitting up of a few model school-houses, yards, &c. in each county.

Fifth—The want of uniformity of books.

The remedies proposed by them are,

1. The appointment of a state committee to examine all the books before the public, and recommend the best.

2. The appointment of a state committee to *prescribe* the best books, and make it the condition to the enjoyment of the public moneys, that these books and no others, shall be used in the schools.

3. The prescribing, by the school visitors, of such regulations as shall tend to a uniformity in all the schools of the same society.

Sixth—The irregular attendance of children at school.

The remedies they propose are,

1. The distribution of the moneys to the districts according to the amount of attendance in each, so as to make it the interest of parents and districts to see that the children are regular.

2. Securing the co-operation of parents.

Seventh—An unwillingness on the part of districts, school societies and towns, to raise money by tax for the compensation of teachers, payment of school visitors, and building and repairing of school-houses.

The remedies proposed are,

1. The agitation of the subject by lectures and reports.

2. The apportionment and payment of the dividends of the School fund to such societies and districts only, as will raise a specific sum by tax, and keep the schools in a school-house approved by the school visitors.

Eighth—The inability of small districts to maintain a good school-house, and employ a good teacher, for a sufficient length of time.

The remedies they propose are,

1. To assist the small districts by a larger distributive share of school money.

2. To abolish all small districts, where it can be done without serious inconvenience.

3. The more extensive employment, by such districts, of female teachers, in winter as well as in summer.

Ninth—The want of a more thorough system of supervision, that there may be a greater uniformity and vigor in carrying out the provisions of the School Act, in different districts; and a sense of responsibility to the Legislature, for the manner in which the large amount received from the State is expended.

The remedies they propose are,

1. The appointment of a Commissioner, whose sole business it shall be to visit schools, deliver addresses, confer with school committees, circulate information, furnish plans of school-houses, and submit a detailed report of the condition of the schools annually.

2. The establishment of a Board of Education, with a member for each County, and with power to appoint a Secretary, who shall devote his whole time to these duties.

3. The appointment of an officer for each County, or Senatorial district, to visit the schools within his limits, and report to the Legislature, or the State Superintendent.

4. The appointment of a single officer for each town or school society, to have the supervision of the schools in that town or society.

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3. The appointment of an officer for each County, or Senatorial district, to visit the schools within his limits, and report to the Legislature, or the State Superintendent.

4. The appointment of a single officer for each town or school society, to have the supervision of the schools in that town or society.

Tenth—The existence of numerous private schools of the same

The undersigned earnestly recommend that provision be made by law, whereby districts neglecting to furnish suitable school-houses, can be compelled to furnish the same. Let it be made the duty of the county commissioners, upon the petition of a certain number of inhabitants in any one district, to view the premises in person, to order such alterations and repairs; or the building of a new house if they deem it best; and let them be invested with full power to carry it into full effect, and to assess the costs and expense of such repairs, or building upon the inhabitants of the district.—*Pomfret Second School Society.*

Of the nine school-houses in this society, not one is really what they all ought to be, for the morals, health and intellectual improvement of the pupils. Four of them are considered tolerably good, having one out-building, the other five are hardly passable. The desks in most or all of them are where they never ought to be, against the sides of the room and against one end, and with few exceptions, all of a height, with poor accommodations for loose clothes, hats, &c.—all located on or near some highway; no play-ground attached to any of them, except the highway.—*East Haddam School Society.*

TEACHERS AND NORMAL SCHOOLS.

Many of the teachers are stupid, ignorant changlings, who teach school simply because they prefer that to chopping wood at the same price. The districts want the cheapest. The first question is, how *cheap* will you teach? The committee asks no more, but turns him over to the examining committee.

Here is one of these teachers from whom I received the following letter, *verbatim et literatim*, &c. In answer to a question which his letter does not begin to touch, he writes,

"The school district No. — The time that has binn taught for this winter past, is five monts, The number of schollars that has binn to this school is 24 in number, School district No ——" &c.

I did not examine that man, nor will I tell you who did license him, but there is something wrong when such a loggerhead is commissioned "to teach the young idea how to *shoot*"—it will *shoot* wrong.—*Ridgefield School Society.*

That there are defects, glaring and palpable, we think cannot be denied. The first we would mention, is the manner in which the public money is distributed to the districts. By the present method, a small district receives a mere pittance, inadequate to pay a teacher fitted for his business, the wages which he may command in a more favorable location. Such districts, seeing their neighbors enjoy a school without paying any thing for it, think themselves entitled to the same immunity. Though it is a fatal delusion, they think not of the consequences. They hire a teacher to compare with their share of the public funds; and when he is presented for examination, they beg that he may not be examined thoroughly, for fear he may not be qualified to receive a certificate of approbation. When such teachers are brought forward, we frequently hear the committee-man of

the district say, "He'll do well enough for us—our school is small—if he don't pass, we shall have to hire somebody else and pay him great wages." And in many cases, committees listen to these appeals, allowing the candidate to assume the important station of teacher, who is unqualified and had better be any where else than in a school-house.—*Brooklyn School Society.*

Perhaps one of the greatest defects in our common school system is to be found in the fact, that we are almost entirely destitute of teachers who are qualified for this important work. It may be thought by you, gentlemen, that this is not correct; but we venture to say that if you could go through our country and visit our schools (as one of the committee has) you would become convinced of the fact; nay more, that in very many instances the money we receive was wasted completely.

You may ask, gentlemen, why we let such persons teach our schools? and the answer is plain, we can get no other, and we must have a school. And now for the remedy—and we can think of no plan so likely to succeed as to establish a school for teachers in every county in the State, where teachers could become in every sense *qualified* for the work.

It would at first, probably, need some aid from the state but if rightly conducted they would be able to support themselves in a short time. Something of this kind must be had if we wish our schools to flourish, for it cannot be expected that persons can teach that which they do not know. And we are not advancing. We ask you, gentlemen, to turn your attention to what is doing in the State of New York; see her Normal schools sending out her hundreds of young men, *qualified*, calculating, not like our country teachers, to get into a school house some three or four months in the winter to raise some of the *needful* and think no more about it till winter again, but teachers who are to make teaching their business. Look again to her district libraries, sending forth a vast amount of knowledge into many a family. See Massachusetts with her system of schools, and can it be said with truth, that they are not getting the start of us? and shall it so be said of "Old Connecticut," our state, the land of intelligence. Let us but get teachers into our schools who are fitted for every part of their important work and it would soon produce a new era in their existence. We have, gentlemen, deliberately come to the conclusion that if we had not as much public money as we now have, and each parent had to furnish an equal amount with that received from the state, we should not so often hear the complaint—"Our school has done us no good." "The money has been thrown away," when perhaps they have never visited the school, or know nothing about it only what their children tell them; but this is often *enough.—Litchfield School Society.*

The great difficulty with regard to teachers who have been employed in this society, is not that they were not qualified in point of literary attainments, for it has been the aim of the various boards of school visitors for years to elevate the standard of qualifications required of teachers, and they have also acted with a commendable

degree of independence in rejecting those who were not qualified; but they are deficient in the best methods of instruction, and of communicating what they know. They have never been educated for the business; different teachers having different systems.

The visitors cannot but express their conviction of the necessity of some institution under the care of the state, designed to prepare teachers for their arduous and responsible stations in our Common Schools.—*Abington School Society.*

The establishment of two or more Normal schools with model schools attached, and after a sufficient supply of teachers are thus provided, a requisition that none shall be employed but such as have received a certificate authenticated by a proper seal from the principal of a Normal school.—*Stonington School Society.*

PARENTAL AND PUBLIC INTEREST.

The great thing needed is a *deeper interest* in behalf of the subject pervading the mass of the community. Only let every parent in the state become suitably impressed with the magnitude and importance of this great work, and it would infuse new life into the whole system. District and school society meetings would be fully attended; old and wretchedly bad school-houses would be supplanted by those that are new and good; all the schools would be supplied with the necessary apparatus and libraries; *good* teachers would be sought after and employed, rather than *cheap* ones; short schools would be lengthened, and a general and punctual attendance of the scholars secured. Now legislation can do little more than prepare the framework; it cannot breathe into it the breath of life; nor give to its great heart those strong and powerful pulsations, which alone can send life and heat and vigor to its remotest extremities. He who shall devise a method by which to *galvanize* the torpid mass of the community on this subject, will become a benefactor of his race. The remedy needed is one that will strike at the seat of the disease. If the fountain be pure, the streams which flow from it will be pure. Could an *agent* of the *right stamp* be obtained to visit all our school societies, and lecture upon the subject, great good we believe would result from his labors. The establishment of Normal Schools, and Teacher's Institutes, would also be highly advantageous.—*Woodstock Third School Society.*

This indifference on the part of parents, is an evil of great magnitude. It indicates that a low estimate is put upon the value of our schools. No other business is so neglected, especially where *dollars and cents* are concerned. Every thing is placed above the school. Where there should be the most care and attention, there is the least. The visits of parents to the school, are calculated to assist the teacher, and enliven the scholar. When a youth finds that he is frequently brought under the parental eye in the school-house, by the constitution of our natures, we may expect that it will have a happy effect. It serves to restrain the turbulent, and encourage the well disposed.

One cause for this criminal neglect, we think may be traced to the

small expenditure of money which is now required, directly from the purse. The aim of a large majority of the districts, is, to make as much as possible of the public money. This, costing no labor or effort, a free gift, is counted of little value. They care little how it is expended, if they can get their schooling free. This is perhaps harsh judgment; but when we see how grudgingly a school tax is paid in very many instances, it certainly must be acknowledged to have some force. We believe that if each town was required to raise an equal amount, or a sum bearing a proportion to the public money, an increased interest would be at once manifested. This tax should be levied as is the town tax, on the polls and property.—*Brooklyn School Society.*

In our opinion, too much reliance is placed upon the school fund as the educator of the children. Parents give their children over into the hands of the State, to be educated, without giving themselves any, or very little concern about it, unless it be to keep the expenses within the limits of the receipts. Hence, we believe, their want of interest, and hence the employment of unqualified teachers. If the money were given to the districts on condition of their raising as much more, we think this difficulty might in part be remedied.—*Watertown School Society.*

The defects in the operation of the present Fund system, in this place, and in others in which we have been conversant with schools, for twenty-five years, appear to us as follows:—the result is often *no schools* in the small districts which need them most, the parents not having it generally in their power to sustain private instructors. And when the small districts sustain teachers, they feel obliged to sustain the very cheapest that can bear an examination. I remember a case when the candidate did not pass; and a plea was put in by the district committee, that they had but seventeen dollars, and if they could not have the candidate elect, (who offered to keep for nine dollars per month,) they should give up the hope of a school for the winter. Out of pity, he was indulged. This is exactly the operation in hundreds of cases similar. The result may not always be the same, but the *tendency* of the Fund, as it is now apportioned, is to lower down the instructors to the cheapest grade, because no others can be obtained by the funds allowed.

It seems in vain to say in Connecticut, that by the help of the Fund, the parents ought to be willing to add a sufficient sum to meet the demands; for the Fund *has*, in point of *fact*, taught the people to feel that their schools are to be sustained *without a* TAX. This habit of feeling is uncontrollable. The habit of feeling in Massachusetts is, that the common schools are to be amply supported by a direct tax. This is calculated upon as much as any other family expenditure, and in some cases is appreciated more highly than any other. And they have raised two dollars to a scholar more easily than we, in Connecticut, can now raise two York shillings per scholar. In Massachusetts, their tax enables them to have the *best of instructors* that good wages can ensure. Their schools are consequently much superior to ours.—*Prospect School Society.*

But a worse evil than this consists in the supineness and indifference which the people very generally manifest with regard to their schools, and which this feature of the present system tends to foster, if indeed it has not begotten it. The indifference of parents is astonshing. In society and district meetings you will seldom find any body but the officers and persons who are interested from other motives than a regard for education. The schools, year after year, go unexamined and unvisited by any except one or two appointed visitors, and it is mainly owing to the exertions of two or three individuals that they are in so good a condition as the present. Now if an amount of money were to be raised by tax equal to one third or quarter of the regular income, should we not be more likely to have superior instructors and more interested people. Men value most highly what costs them most, and that which costs nothing is little thought of. So it is with education. If the parents are obliged to pay little or nothing for the instruction of their children, they cannot be expected to be anxious as to the quantity or quality of that instruction. In some States the school societies or towns receive the benefit of the fund only on the condition that they add a certain amount to it themselves, and we presume but few question the wisdom of such a provision. It is unnecessary to enumerate the good results that would flow from a greater interest and activity among our people in behalf of the cause of education. Without these it is absolutely certain that no great progress can ever be made.—*Glastenbury School Society.*

The defects in our present school system are many, and are mainly attributable to a want of interest in parents and others who have the management of the schools. They have settled down into a state of apathy, from which it seems impossible to arouse them. They think they have done every thing that can be done when they have voted wood and hired the master at $10 per month and "*board round.*" If a person speaks of defects in the school system and improvements in our common schools, he is eyed askance, and regarded as one who wants to get above the "*common schools.*" They are unwilling to do any thing further than the school fund does; consequently we have low wages and of course incompetent teachers, and frequent changes, that great bane of our school system.—*Granby School Society.*

BOOKS.

Another great evil is a destitution of books in the schools, particularly among the poor. Parents who furnish their children liberally are unwilling they should be annoyed by those who are not thus furnished, by sharing the use of their books with them, yet it seems necessary, unless the time of the destitute poor be entirely sacrificed. The law intending to remedy the evil has in this town entirely failed. We think if a portion of the school money were applied for this purpose it would benefit the schools much more than the entire appropriation of it to teachers' wages. The advantages of the plan would be the wholesale price—every scholar being furnished, a great saving of the teachers' time in providing temporarily for the destitute would be effected. A book from use becoming defective before worn out,

might be exchanged for another till the defaced or missing pages were passed; besides, we think the books would last longer when the scholars use them as borrowed, than when they consider them their own, and the teachers would exert a more strict supervision. Similar plans have been adopted, we believe, with great success, in other places. Although we did in years past enjoy the reputation of having the most efficient common schools, I trust we are not too proud to avail ourselves of the improvements of our hitherto less favored sister states. We think the states of New York and Massachusetts are far in advance of us, and much benefit might be derived from an investigation of their systems.—*Norwalk School Society.*

Would it not be better for our schools to have the text books uniform throughout each school, each school society and the *entire State?* A public act, authorizing the general Superintendent to constitute a committee of teachers, or others from each county to examine all and report the best set of text books for the State, and compelling the schools to comply with such report, would, in our judgment, be preferable to the present law. Many advantages would occur under such an arrangement, 1st, The scholars would be supplied with the best books extant. 2d, The pupils would make greater advancement by having a uniformity in books; and teachers would be familiar with them. 3d, The loss consequent upon frequent changes in books by the suggestion of different teachers, would be avoided, and lastly, the prices of books would be reduced to 33 per cent. or more, if publishers could know what Grammar or Geography would be in *general* use.—*Avon School Society.*

No rules have been prescribed respecting books. For a series of years, the visitors have paid no attention to this branch of their duty. The consequences have been disastrous. The various teachers have introduced books, to suit their varying tastes and judgments. Good, bad and indifferent books are, therefore, now used. Many are totally unfit for the purposes of education; they are absolute hindrances to the progress of the scholar, and impose a heavy burden upon the teacher. Again, scholars removing from one district to another, carry their old books with them. This introduces confusion, very frequently rendering it impossible to classify the scholars, and in the process of time each scholar has his class-book, and is "solitary and alone."—*Brooklyn School Society.*

EXAMINATION OF TEACHERS.

* * * * * * * A great diversity of practice exists in different towns. In some, no teacher can obtain a certificate without the highest qualifications; in others, the least qualifications which the law will admit of, will answer. Our present laws also require repeated examinations of the same teacher, when he or she takes charge of a different school. A much better plan, in my opinion, would be to have a *County Examiner*, who should have power to approve or reject those who should present themselves, and whose certificate should be a war-

rant to the person bearing it, to teach any where within the limit of the county, and for a longer period of time than one year, his conduct as teacher being subject to all the restrictions to which it now is. It is believed this plan would raise the qualifications of teachers. Should it be objected to on the score of expense, the person applying for a license to teach might be required to pay the examiner a suitable fee, to be regulated by law.—*Winchester School Society.*

The Business Agent of the Journal of the Rhode Island Institute of Instruction, will take this occasion to state, that the illness of the Editor, and other causes which he could not control, has interfered with the regular publication of the Journal, on the plan originally announced. Before bringing the volume to a close, there will be forwarded to each subscriber more than twice the amount of printed matter promised in the terms of subscription.

As soon as Mr. Barnard can superintend the printing of some documents connected with his Report, the regular numbers of the Journal not already sent, will be forwarded.

Two more EXTRAS, at least, will be published, which will contain, among other articles by Rhode Island men, relating to education, a "*Lecture by the Hon. E. R. Potter, on the History of the English Language;*" and an "*Address by Rowland G. Hazard, Esq., on Public Schools.*"

The completion and publication of a Circular, by the Commissioner of Public Schools, announced in the last Extra Journal for April 1st, on the mode of proceeding in the organization of school districts, was arrested by his illness, till it was too late for circulation in the month of May. It will be published, at least so much of it as relates to the action of districts, after their organization, in another form.

RECEIPTS FOR THE JOURNAL.

L. B. Nichols, Providence,	$4	80	Mary T. Martin. Providence,		50
J. Baldwin, New Orleans,	15	00	Z. Grover,	"	3 50
Rev. Cha's P. Grosvenor, Scituate,	2	90	Alexis Caswell	"	1 00
S. M. Weeks, Kingston,		30	Rowse Babcock, Westerly,		15 00
O. O. Wickham, New York,		50	N. Bishop, Providence,		50
Dr. Eldridge, E. Greenwich,	3	00	George D. Abbot, Washington D. C.	3	00

Subscribers who have not forwarded the amount of their subscription, will please do the same without delay.

Providence, June 1, 1846. T. C. HARTSHORN.

EXTRA. [June 15, 1848.] NUMBER, XII.

JOURNAL

OF THE

RHODE ISLAND INSTITUTE OF INSTRUCTION.

A BRIEF HISTORY OF THE ENGLISH LANGUAGE, AND OF THE PRINCIPAL CHANGES IT HAS UNDERGONE.

By Elisha R. Potter.

[The following Essay was prepared originally, and delivered by its author as a lecture before a Lyceum at Kingston, and subsequently printed in the Massachusetts Common School Journal. The importance of the subject, as well as the ability, and clearness with which it is treated, will secure for the article an attentive perusal. The teachers of our common schools, where the great majority of the people must receive all the school education they will get, ought to be able to teach the English language, in such a manner as to impart a knowledge of its component parts, and of the transitions it has undergone, as well as its correct use, in speech and writing, as the great medium of communication between mind and mind. Nothing would be more easy of acquisition, or more entertaining to scholars of the right age, than a historical view of their language, with apt and interesting illustrations, drawn from the productions of the great writers, in different periods, of English literature.

It is sad to think how much of the pleasure and advantage of the intercourse of daily life is abridged from the want of a correct knowledge and use of the "mother tongue." How many terms, and phrases, used in legal and legislative proceedings, public addresses and newspapers, are unintelligible to many hearers and readers, from the continual recurrence of words of Latin, Greek, or French derivation,—words, which might be easily comprehended by all, who had been properly instructed in the changes which the language had undergone, and the common roots, and principles of etymology. We hope the perusal of this lecture will expand the views of teachers, and scholars in the public schools.—*Editor of Journal.*]

Gaul, but who are supposed to be of Gothic or Germanic origin,* had then very recently passed over and taken possession of the British shores; but the people of the interior of the island had been there so long that there was no tradition of their emigration, and they were said to be "*natos in insula.*"† [born in the island.]

That the ancient Bretons and Gauls were kindred nations, and of the Celtic race, is universally admitted. They were alike in their habits, their language,‡ and their religion. Their clothing was skins. The people of the interior subsisted principally on milk and flesh, and planted but little.§ But agriculture was probably somewhat attended to on the coast, and in after-times considerably throughout the island.‖ The people of Cantium, (now Kent,) are described as being the most civilized.¶ They used pieces of iron and copper for money.**

The religion of the ancient Bretons and Gauls is celebrated under the name of *Druidism*. Their priests, or Druids, were at the head of civil as well as religious affairs. They possessed all the knowledge of these nations, but committed nothing to writing, trusting entirely to memory. Twenty years were spent in the education of those who wished to be admitted into this sacred order, and this time was occupied in learning a great number of verses, in which their knowledge was embodied. They had a regular system of sacrifices, occasionally immolating even human beings. They decided all civil controversies among the people, and for those who would not willingly submit to their decision, they used a species of punishment very similar to the Jewish and Roman Catholic excommunication. They interdicted the offender from the right of sacrifice. He was then considered *accursed*, his presence avoided by all, and he was completely outlawed and unprotected by society. They believed in the immortality of the soul, which they taught in the doctrine of metempsychosis, or transmigration of souls. They adored several deities, but worshipped one as superior to the rest. It has been asserted that they adored the Supreme Being in the shape of an oak, or that they adored the oak as the emblem of the Supreme Being; but this is probably a mistake arising from the circumstance of their performing their worship in the open air, under the trees. Their whole system of religion is generally considered to be of Eastern origin, and resembles the Hindoo in some of its features. The chief seat or principal school of the Druids was in Great Britain.††

All these things are interesting as connected with the character of the people, which, of course, will have an influence on their language.

The Celtic people of Gaul, (and very probably those of Britain also,) used the Greek letters, whenever it was necessary to commit any thing to writing. It is supposed they must have learned these from the people of Massilia, (now Marseilles,) which was a colony

* Cæs. Bel. Gal. 2. 4. † Ibid. 5. 12; also 2. 4, and 3. 9.

‡ Tac. Agricola, 11. 12. 21. Cæs. Bel. Gal. 1. 1. Their buildings resembled those of Gaul. Cæs. Bel. Gal. 5. 12 and 14.

§ Cæs. Bel. Gal. 5. 14.

‖ Britain afterwards furnished large supplies of corn for the Roman armies.

¶ Cæs. Bel. Gal. 5. 14. ** Idem. 5. 12.

†† Cæs. Bel. Gal. lib. 6. cb. 13. ...h's Scottish Gael, 12, 13. The ...Druid worship remained in Ar... century. Turner, 3. 573.

west of Europe. About two centuries after Christ, the people of this Gothic race began to encroach upon the limits of the Roman empire; they warred with it unceasingly, and in the course of a few centuries more, they had overrun many of its finest provinces. The Celtic race and the Roman power succumbed before them.

The population of Russia and the eastern part of Europe is attributed to a third and separate emigration, called the *Sclavonic* or *Sarmatian.*

A great part of the population, language, and civilization, of Greece and Italy are supposed to be the result of another emigration, about which, however, very little is known except its Eastern origin. Maritime colonies were probably settled on their shores at a very early period.

Such is the theory, the great outlines of which, with some slight difference as to particulars, are now generally agreed to by the learned. It is founded upon a collection and comparison of the scanty notices which are to be found in the ancient writers relating to this subject of the origin of nations; and what is perhaps still better evidence, upon a study of all the different languages of ancient and modern Europe, tracing them back to their roots or oldest state, comparing them one with another, and observing the affinities or relations existing among them.

Besides the languages and races we have already mentioned, there is the Basque language, spoken by the Biscayans, Navarrese, and inhabitants of the Western Pyrenees, both in France and Spain, which is considered by many who have examined it to have no affinity to any other known language. They are supposed to be the descendants of the old Iberi, who occupied Spain before the Celts entered it. They must be a different race from the Celts, or climate and country, or other circumstances, may have operated upon them, during two thousand years, to have produced their present state.*

We will now give a brief summary of the early history of England, which, although familiar to many, is necessary to a complete view of the subject.

The earliest information we have concerning Great Britain, upon which any dependence can be placed, is from the writings of Julius Cæsar, the Roman general, about half a century before Christ. The merchants of Tyre and Carthage had undoubtedly visited the island much earlier, but commercial jealousy kept them from divulging whatever they may have known about it.

In the time of Cæsar, we find the south part of the island, or England, peopled by a collection of tribes who have been called Cymrit or Bretons; the north part inhabited by tribes, no doubt, of the same race with those of the south, but differing from them in some things.

This population had doubtless proceeded from the neighboring country of Gaul, (now France.) The most southern tribes had probably passed over earliest, and had been driven westward and northward by other tribes following behind them. From the account of Cæsar, it appears, that several tribes of the Belgæ, a people of

* The Basque gave names to many of the mountains and rivers of Spain.
† Pronounced *Kumri.* Turner, 1. 34.

luxuries, of Rome. They also gave them their laws and municipal institutions.* There is no doubt but that the principal men among them must also have been familiar with the Roman language; but it probably never became so prevalent among the mass of the people as to produce much effect upon their ancient spoken language. The Roman tongue would be best understood and most used in the south-east of the island, nearest to their province of Gaul, and in the north of England, where the Roman armies were continually fighting against the Picts and the Scots. But if it had prevailed so extensively as to have essentially affected the speech of the great body of the people, the consequences would probably be to be seen at this day, even in the language of the modern Welsh, who are the genuine descendants of the ancient Bretons. But the Welsh language is said to be comparatively free from Roman intermixture.†

By the departure of the Romans, the Bretons were left their own masters. But during their long subjection, they had become used to the arts of peace, and unfitted for war. Besides, the strength of the people, the youthful and enterprising, had been enlisted, and led away to join the armies and fight the battles of Rome in foreign countries, thus rendering them still weaker at home. But, worse than all, their own internal dissensions made them an easy prey to their enemies.‡ They were now attacked by the barbarians who inhabited the north part of the island, and who had never submitted to the power of Rome, nor partaken of its civilization.

Deserted by the Romans, the Bretons invited Hengist and Horsa, chiefs of the Jutes, who inhabited Jutland, and who had either accidentally or for plunder landed, with their followers, on the shores of the island, to assist them against their northern enemies. With their help they conquered; but their new allies were not easily got rid of. Incited by love of adventure and of conquest, they soon became the enemies of the Bretons. Great numbers of the Jutes and Angles,§—two of many tribes which went under the general name of *Saxons*,—came over, and they reduced one portion of the island after another, until, in the course of the sixth century, they had conquered the whole of modern England, and a portion of the south of Scotland, and established there seven or eight kingdoms, commonly called the *Saxon Heptarchy* or *Octarchy*.

As the Saxon conquest was gradual, it is probable that numbers of the Bretons were incorporated among them by being reduced to servitude, or otherwise. But the greater part were expelled from the country, and were driven into Wales, Cornwall, and into Brittany, in France.‖ In Wales, part of Cumberland, and in Brittany, dialects of the old Breton or Celtic tongue still remain; and it has been extinct in Cornwall but a few years. Although slow, therefore, the

* Turner, 1. 139. The Bretons probably used Roman letters. Turner, 3. 589.

† Tac. Agric. Observations on the changes the Welsh language has undergone. Turner, 3. 617. Turner, (Hist. of England, 5. 420,) says, there are many Latin words with Welsh terminations to be found in the Welsh language. The Welsh were never a learned people.

‡ Turner, 1. 192.

§ The Angles inhabited the duchy of Sleswic. Turner, 1. 150.

‖ Turner, 3, 573. Brittany was [illegible] peopled by a remnant of the old Celtic people of Gaul. The old P[illegible] also, in a small district of Cumberland. Turner's England, 5. 4

conquest was so complete that the modern English language is very little indebted to the old Breton. The names of many mountains, rivers, and places in England, however, are still Celtic; and this is probably owing to the circumstance that the conquest *was* a gradual one.

The foreigners who had now subdued England were principally of the tribe of Angles, which was a part of the Saxon nation in Germany. From the union of these two names, the new people were called *Anglo-Saxons.* And from their name, (Angles-Land,) also came the present name of *England.** The name of *Saxon* itself,* is supposed to have been derived from *Sakai-suna*, meaning *sons of the Sacae*, one of the Germanic tribes.

They are considered by historians to have been a part of the second great Asiatic emigration, commonly called the *Gothic*, (as the first is called the *Celtic.*) This emigration is the source of most of the people and languages of Western Europe,—English, Dutch, German, Swiss, Icelandic, Norwegian, Danish, and Swedish.

These people, sometimes called *Goths*, sometimes *Scythians*, and a part of them, in later times, called *Germans*, are supposed to have entered Europe from Asia about B. C. 680;† and, in the time of Julius Cæsar, a portion of them had advanced so far westward as to occupy modern Germany, adjacent to Gaul. The Goths or Germans differed but little from the Gauls in manners,‡ as they were alike barbarous. But they differed from each other in language;§ and in religion the difference was still more striking. The religion of Celtic Gaul was, as we have described it, a religion of priests and sacrifices, teaching the doctrine of transmigration, and worshipping a number of deities. The Germans, on the contrary, had no order of priests, and no system of sacrifices; and in the time of Cæsar, it is said they adored only visible deities, such as the sun, moon, and fire.‖

Tacitus describes the Germans as being remarkably alike in their persons and manners, and free from admixture of other nations,—*truces et cœrulei oculi*, [cruel, having blue eyes,]—*rutilæ comæ*,¶ [red-haired.] And among the descendants of these people at the present day, the Danes are said to be red and yellow-haired, the Swedes flaxen-haired, &c.

The German nations subsisted, as before observed, mostly by their flocks and hunting, and but partially by agriculture. Those of them bordering on the sea, as the Saxons did, had another resource for obtaining both food and glory,—by plundering expeditions into the maritime territories of other nations, which we in our time should denominate freebooting or piracy.**

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* Bosworth, 37. Turner, 1. 100, 207. A very probable definition of the name of *Saxon*, is from a sword they used peculiar to them. Turner says the Saxons had been in Armenia, and this may account for some Persian roots in the Saxon language.

† Turner, 1. 96. 98. ‡ Cæs. Bel. Gal. 6 21. § Idem. 1. 47.

‖ Idem, 6. 20. As to the religion of the ancient Scythians, Turner, 1, 102, quotes Herod. Melpom. 59. As to the religion of the Saxons at the time of their invasion, see Turner, 1. 218.

¶ Germania. 4. Description of persons of Saxons, Turner 1. 206.

** Bosworth, Preface. Cæs. Bel. Gal. 6. 21. Turner, 1. 446. The first expedition of the Saxons against the British shores was as early as A. D. 368. Turner, 1. 152.

Of all the nations with whom we are concerned in our present inquiry, the Anglo-Saxons are the most important. The great body of our ordinary spoken language is Anglo-Saxon, as, for instance, of fifty-eight words, which compose the Lord's Prayer, only three are of a different derivation.

Ever since the period of their conquest they have constituted the great bulk of the population of England. They were the ruling power in it for more than four centuries. Barbarous as they were, they must have derived great advantages from the Roman arts and civilization, which existed among the Bretons. And the introduction of Christianity among them, which took place about A. D. 600,* would tend to control their fierce passions, soften their manners, and spread among them the learning of others lands.

The Saxons, although divided into many kingdoms, yet acknowledged a sort of superiority in one of their kings over the rest, for certain purposes; and from this beginning resulted their union into one state. This is commonly supposed to have been brought about by Egbert, A. D. 827; and from his time until A. D. 1066,—more than two centuries,—with a short interval, the Saxon sovereigns ruled over all England.

In this short interval of about twenty-five years, the country was governed by Danish sovereigns. The Danes were a northern maritime race, and, like all their neighbors, were expert in navigation, and addicted to plundering. They first landed in England, A. D. 787.† A. D. 851, they first wintered there, and made the isles of Thanet and Shepey their head-quarters for several years. Their inroads were continued until, in 875, they had almost entirely subdued England.‡

About A. D. 880, the Anglo-Saxons, under Alfred, regained the superiority; but they compromised their difficulties with the Danes by yielding up to them, for places of settlement, the kingdoms of East Anglia and Northumberland, which had been almost depopulated by their invasions. The kingdom of Northumberland included the present county of that name, the bishopric of Durham, Lancashire, most of Yorkshire, and a part of the south of Scotland. The kingdom of East Anglia included the present counties of Cambridge, Suffolk, and Norfolk. Here the Danes settled, but not quietly;—there was no permanent peace. Insurrections and invasions continued until A. D. 1017, when Canute the Dane became king of England. They maintained the supremacy for twenty-four years, until 1041, when, by a peaceable revolution, on the death of one of the Danish kings, leaving no one of his family near at hand to be ready to succeed him, the Saxon line was restored in the person of Edward the Confessor, and the Danes, (excepting the soldiers,) remained in the country, and quietly submitted.

The impression produced on the spoken language by these Danish conquests was very considerable. If they had been a *strictly foreign* race, the effect would be more apparent than it is. But they were much of the same great Gothic family to which the Saxons themselves belonged, and spoke a dialect which, although different from

* Turner, i. 454.

† It was not only the Danes

er, i. 428. 459. 483.
ndinavians generally.

the Saxon, was yet akin to it. It is said that in A. D. 979, in the time of King Ethelred, the Saxons and Scandinavians might converse together without knowing each other to be foreigners.*

In the north of England, where they were settled by Alfred in a mass, it is said that the effect of the Danish invasion is still to be traced in the language used there. In the other parts of the kingdom, the Danes were incorporated among the Anglo-Saxons, and the effect would not be so perceptible.

The last great change in the English language was produced by the Normans, a nation inhabiting a province in the west of France.

Edward the Confessor, during the rule of the Danes, had lived at the court of the duke of Normandy, and when, in 1041, he was elevated to the throne, he brought over into England a great number of Norman courtiers and ecclesiastics, used great endeavors to render the language fashionable, and established schools for teaching it.†

Thus the Norman influence and language gained a foothold in England. Twenty-five years after, the Normans invaded and conquered England; and William, duke of Normandy, commonly called William the Conqueror, became king. The motives and causes of this conquest we will pass over, and consider only its effects.

The next inquiry then is,—Who were the Normans, and what was the Norman language? and we shall find that it was indeed a mixture from all nations and all climes.

Ancient Gaul, or France, (of which Normandy was a part,) we have said, was peopled by a nation of Celts, who were akin to the ancient Bretons, and used nearly the same language. This country was then subdued and partially civilized, by the Romans, who ruled it about four centuries, and introduced there their laws, their institutions, and especially their language‡ It was then, upon the decline of the Roman empire, overrun by tribes of the great Gothic race, and thus the foundation was laid of the modern French nation and language.

About A. D. 911, Rollo, a prince of Denmark, and his followers, invaded France, and Charles the Simple, then king, gave them a part of the ancient province of Neustria for a settlement. The former inhabitants were not expelled from the province, but the Northmen who followed Rollo, gradually coalesced with them, and formed one people. To their new country the name of *Normandy* was given. It was governed by its own dukes, and, although a part of the greater kingdom of France, was, to a certain degree, independent.

Thus we see that the language spoken in Normandy, commonly called the *Norman French*, and which was introduced into England by Edward the Confessor and William the Conqueror, was composed in the following manner:—

First, of the ancient Gaulish, which was nearly the same as the British.

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* Logan 60. There were so many dialects in England itself, that a mere difference of dialect did not prove a man to be a foreigner.

† Hume.

‡ The Roman armies quitted Gaul A. D. 400. Anthon's Chronology. As to Roman colonies in Gaul, Turner, 1. 123.

...rm. ...Norman or ...ish. ...is was introduced into Gaul ... ...after Gaul was overrun by ... ...ristianity, and the power ... ...ther means of confirming the ... ...sh. It is also to be recol- ... ...n being a simple lan-

... ...nguage of those German or ... ...ians.

... ...n brought into Nor- ... ...ish were, however, ...English, and this ought ... ...the Norman upon the

... ...the Norman French in ... ...Saxon. William's ... ...over the kingdom, ...quered. All offices ... ...ose days the eccle- ... ...William established ... ...ing the Norman, and ... ...ured to learn it.* ... ...schools, instead of ... ...ctured, were obli- ... ...ed this contin- ... ...ard III., when trans- ... ...1350, by John ... ...leges. The students were ... ...

... ...All pleadings ... ...cases were argued, and ... ...ws and acts of ... ...passed in ... ...chiefly in Norman, ...were translated into common English until the reign of Henry VIII.†

The first statutes which were passed in common English, were in the first year of the reign of Richard III., 1483, who, it is suggested, made this innovation for the purpose of ingratiating himself with the people. The pleadings and arguments in the courts continued to be Norman until A. D. 1362, in the reign of Edward III. The preamble to the statute 36 Edw. III. cap. 15, recites that, "because the laws, &c., of this realm * * * are pleaded, shewed and judged in the French tongue, which is much unknown in the said realm, so that the people which do implead * * * have no knowledge nor understanding of that which is said for them or against them, by

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... ...English, p. 256, ... Many writers have ... ... nation ... we find it in the grammars and classical authors. ... ... language of the Romans ... language of the learned ... a bride ... Nature, savage, unmusical, and ... Selves in ... as we now ...

... ...Lectures, 370. ... ...gland, 3. 422, 440.

* Turner ... ...n to Literature of Europe, 4.

† It was not ...] See ... ...ce to Statutes at Large.

their serjeants and other pleaders;"—and it then goes on to enact, that all pleas are thereafter to be made, answered, debated, and judged in English; but that they should be enrolled and the records kept in Latin. It was not until the year 1731, (a little more than a century ago,) that, by the statute 4 Geo. II. ch. 26, all proceedings whatever in the English courts and the Court of Exchequer in Scotland, were ordered to be in the English language.

The influence thus exerted for the introduction of the Norman into England, was the greatest that could possibly be, without the actual extermination of the Anglo-Saxon people. The Norman was the language of the court, of fashion, of the schools, of legislation, and the only language used in the administration of justice. The Saxon people were conquered and in subjection, and their language in disgrace. All churchmen and all people of education were Normans, or used the Norman language, and these influences continued to be exerted for ages.

The written language of a people is always in advance of the spoken language, whether it be an advance towards perfection or corruption. The written English of the present day is far beyond the spoken, in correctness. The spoken language of the uneducated mass remains longest unchanged. So it was now. The effect of the Norman would first appear in the speech of the educated and in writing, while it might still be entirely unintelligible to the uneducated body of the people, but its influence would spread as education was diffused, and would gradually reach lower and lower down. But there are probably many provinces in England at this day, where they continue to use the old dialects of their ancestors, and where the Norman has produced very little effect upon the spoken language of the inhabitants.

The change produced in the language was great, and would have been greater but that a large portion of the Norman was of the same stock with the Saxon itself. The Normans settled nowhere in a mass, but were scattered all over the kingdom, and thus the change was more general, and not exhibited in any particular localities.

It is highly probable that whatever Celtic words or idioms we have, are not the remains of the language of the ancient Bretons, who were nearly exterminated or expelled by the Saxons, but were introduced through the medium of the Norman.

It is also generally allowed, that nearly all those Latin words which have become incorporated with our language, and got into common use, were introduced through the Norman, and confirmed in use by the influence of the church and of education.

It is supposed the English language had reached nearly its present shape about or after the age of Henry III., about one hundred and fifty years after the conquest.* The Saxon inversions were generally discontinued, although many of their forms of words and terminations still remained.†

The following is the Lord's Prayer, as it is in Wiclif's translation, A. D. 1380:—‡

* Bosworth, 16, 83. 148.
† Turner's England, 5. 435, 436, and specimens there, 445.
‡ Bosworth, 255.

"Our fadir that are in hevenys; halewid be thi name. Thi kyngdom come to, be thi wil done in erthe as in hevene. Give to us this day oure breed ovir othir substaunce. And forgive to us our dettis as we forgiven to oure dettouris: And lede us not into temptacioun: but delyvere us from yvel.—Amen."

Extract from the preface to Sir John Mandeville's Travels, 1356:

"And gee schulle understonde that I have put this boke out of Latyn into Frenshe, and translated it agen out of Frensche into Englysche, that every man of my nacioun may undirstonde it. But lordes and knyghtes and othere noble and worthi men that conne Latyn but lytelle and han ben begonde the see, knowen and understonden gif I erre in devisynge for forgetynge or elles: that thei mowe redresse it and amende it."

The first statutes which were passed in English in the reign of Richard III., A. D. 1483, are in very good law English, and hardly to be distinguished from that of the present day.

The introduction into England of the letters we now use, is to be attributed to the Roman conquests and to Christianity. The old Saxons were wholly unlearned.* The Gauls, we have seen, used Greek letters when they had need of any.

The ancient Saxons had no letters K or Q, although they had the sounds. K is supposed to have been added to their alphabet by the Danes or Normans.†

But for the letter W, and the *soft* sound of *th*, the Saxons are not indebted to Rome. The letter W is peculiar to the alphabets of Northern Europe.‡

There are no manuscripts of what can be called Saxon, of later date than the 13th century.§ The art of printing, which was invented about 1440, was introduced into England by William Caxton, who printed the first English book in England in 1474.‖

We will now notice some of the principal changes which have taken place in forming the present English language from its groundwork, the Anglo-Saxon.

A large number of words have come down to us from the Saxon entirely unchanged; a still larger number with the change of only one or two letters.¶

In a very large number of other words, verbs, nouns, adjectives, &c., the tendency has been to simplify and shorten them, by dropping the terminations and omitting the inflections which were given them in the Saxon.

One instance of this tendency is, that the final *e*, which was almost always pronounced by the Saxons, and indeed was for some time

* Bosworth, 3. Turner, (History of Anglo-Saxons, 1. 234, 239,) is of opinion that the Saxons had a sort of letters before their conversion. Book, (*boc*) is the word for beech-tree, upon which they probably wrote.

† Bosworth, 48, 50. ‡ Bosworth, 42, 43.

§ It is curious to observe in the most ancient Saxon manuscripts, the use of an abbreviation, which is still practiced among us in writing, or has been until very lately,—the omission of the letter *m*, and supplying its place by a mark over the preceding letter; as, *thé* for *them*. Bosworth, 44.

‖ Bosworth, 17, 21. Hallam, 236.

¶ Bosworth, 55. The name of the Supreme Being, *God*, is derived from the Saxon word for *good*, with little change. Turner, 1. 216.

after the formation of modern English, is now quiescent in many words, or not sounded.*

The Saxon, like the Greek and Latin, used certain changes or inflections to express difference of time or tense in the active voice. The English has retained some of these, but the number is very much diminished, (drowneth,—drowns.) The English follows the Saxon in forming its passive voice by means of auxiliary verbs. Many tenses in the active voice were, both in old Saxon and modern English, made by auxiliaries, and our auxiliaries now retain many of the inflections they formerly had in Saxon.†

Different languages have different ways of expressing the relations of nouns or names to each other and to other words. Some express them by prefixes, as the Hebrew; some by inflection or change of termination; others by prepositions; and others by the position of the word alone. The Greek and Latin used both inflections and prepositions. The inflections themselves were probably abbreviations of old words which once had a meaning. ‡

The Anglo-Saxons inflected not only nouns but adjectives. The modern English has here undergone a great change. It has omitted inflections in nouns and adjectives entirely, (unless the possessive 's may be called an inflection,) and expresses the relation of words by position and prepositions. This striking change in the structure of our language, is chiefly to be attributed to the influence of the Norman French.§

There appears to have been this distinguishing difference between the languages of Gothic and those of Celtic origin. The Gothic and its descendants used inflections. The Celtic did not. The Erse, or Irish, Welsh, and Armorican, are dialects of Celtic. Erse nouns have very few changes. Welsh and Armorican nouns have almost none, but express relation by position, by particles, and occasionally by a change of initials. We have seen that the Celtic or Gaulish language was a component part of the Norman. This change, therefore, introduced by the Normans, of dropping the inflections of nouns and adjectives, which has so much simplified our language, is to be traced to the influence of the ancient Celtic tongue.‖

Again, of the Celtic languages, the Erse formed the comparison of adjectives by particles but before them; the Welsh, by a change in the word itself. The Saxon and other Gothic tongues, formed them by a change of termination. The modern English has followed all; and, besides the Saxon terminations, uses the Celtic particles. This addition is also probably owing to the Normans.¶

The Saxons had a mode of adding to the strength of expression of even the superlative degree, by adding the letter *a* to the end. This was equivalent to, and perhaps the origin of, the modern use of double superlatives.**

The use of double negatives also, which is so much condemned by Lowth, Murray, and the grammarians of the present day, is indispu-

* Bosworth, 40.
† Bosworth, 50, 132, 151, 160, 172, 148.
‡ Bosworth, 73, 74, 197.
§ Bosworth, 74.
‖ Pritchard, Celtic Researches reviewed in Quarterly Review for September, 1836.
¶ Ibid.
** Bosworth, 100, 177.

tably Anglo Saxon. It continued in use among the English for a long time, and is still frequently met with among the uneducated.*

For instances: a royal proclamation of King Henry V., in 1414, for apprehending Sir John Oldcastle: "Be it known as Sir John Oldcastle refuse, nor will not receive, nor sue to have none of the graces," &c.

The statute 1 Richard III. ch. 13, A. D. 1483, enacts, "that *no* manner of merchant, or other person, whatsoever he be, &c., shall bring, *nor* cause to be brought, into this realm, any but of malmesy to be sold, unless, &c., *nor no* vessels, with any manner wines, whoever they be, or of what country they be, *nor no* manner of vessels oil, unless," &c.

The statute 4 Henry VII., ch. 2, A. D. 1487, enacts, that *no* finer of gold and silver, *nor* parter of the same by fire and water, from henceforth allay any fine silver or gold, *ne none* sell in any other wise, *ne* to any person or persons," but only to the mint officers, &c. "*Nor* that they sell *no* fine silver *nor* other silver allayed, molten into mass, to any person or persons, whatsoever they be, *nor* one goldsmith to another."

The statute 4 Henry VII., ch. 3, enacts, "that *no* butcher *nor* his servant slay *no* manner beast," within certain limits.

If taken from ordinary writers, these double negatives might be attributed to carelessness; but in statutes, exactness of expression is always carefully studied.

This change is doubtless owing to the influence of the study of the Latin grammar in England. The Latin language does not admit of double negatives, and the educated who knew only Latin, would therefore, probably, consider them a barbarism. Greek was not studied in the English universities until about the sixteenth century.† If it had been studied earlier, this change might not have been made, as the Greek admits of double negatives.

The greater part of the irregularities, and even what are called vulgarisms, noticed in our language at the present day, when traced back to Saxon times, will be found to be as regularly formed, and as ancient, as any part of the language. In the comparison of adjectives, we have retained some parts, while others have become obsolete. So with many of what are called irregular or defective verbs.‡

Again; in our common grammars, many verbs are said to be irregular in forming their preterit or perfect and participle, but on tracing them back, we find that a great part of these were regularly formed in the Saxon. The greater part of their verbs formed their past tense by a change in the radical vowel; as *ride, rode.*§

The tendency of our language at the present day is evidently to regularity in the formation and conjugation of verbs. The number of verbs which form their preterit and participle in *ed* is constantly increasing, and the old forms made by a change in the radical vowel are continually going out of use. This has been brought about by an attention to written grammar, and by the language being made an

* Bosworth, 187. Westminster Review for October, 1834, quotes Henry V.'s proclamation.

† Bosworth, 23. Hallam, 321. ‡ Bosworth, 100, 144, 149, 156, 160.

§ Bosworth, 144.

object of study. The study of the Latin, and the formation of our English grammars upon the plan of the Latin ones, have very much increased this tendency to regularity.*

We see what changes our language has undergone within the time of history. Is it to undergo as great changes in time to come? This is a question which deeply concerns the national pride of both England and America.

The English language is at present one of the most extensively spoken in the world. Our mother country, England, from small beginnings, has grown to a giant size, and encompasses the world with her arms. By conquest she became possessed of Wales and Ireland; by marriage of her sovereigns, she united Scotland to her dominions; and, in later times, her East India company has extended her sway over extensive countries in Asia. By her system of colonization, she has spread her people over large and distant territories in Africa and this western world. The extent of her power and greatness is most beautifully and expressively described in the words of one of our own New England statesmen,—"a power to which, for purposes of foreign conquest and subjugation, Rome in the height of her glory is not to be compared; a power which has dotted over the surface of the whole globe with her possessions and military posts, whose morning drum-beat, following the sun and keeping company with the hours, circles the earth daily with one continuous and unbroken strain of the martial airs of England."

The extension of the language of England has almost kept pace with the extension of her power.

England and Wales have a population of	15,907,000	
Scotland,	2,624,000	
Ireland,	8,205,000	
Channel Islands,	125,000	
		26,861,000†
British dependencies in Europe,	140,354	
" " " North America,	1,471,473	
" " " West Indies,	891,066	
" " " Asia,	1,157,042	
" " " Africa,	268,613	
" " " Australia,	123,289	
Dependencies of East India Company,	123,301,000	
		127,372,837‡
United States,		17,000,000
Texas, over		100,000
		171,333,837

So that nearly fifty millions of people actually use the language with more or less purity, and, according to some estimates, nearly two hundred millions are ruled by it.

Now, recollect that, according to the best estimates, the population of the whole known world is not far from 800,000,000, and you will

* See History of Grammars, Bosworth's Preface.

† Westminster Review, January, 1842, p. 143. The army and navy are not included in this calculation.

‡ American Almanac, 1841, p. 258.

have some idea of the power of England, and the extent of the English language.

But, as the English language extends, will not the dangers which threaten its permanency be increased? Will it not be divided into different dialects, which will gradually separate from each other so much, that, by and by, they will become unintelligible one to another?

In relation to this, we remark, in the first place, that most of the important changes in our language took place before the invention of printing. The language, as written at the time of this invention, is perfectly intelligible now. The changes which have taken place since, have been comparatively few. They are the result of tendencies which are always affecting all languages, abbreviating forms of speech, and thus rendering it more expressive, banishing from use the harsher sounds, and thus rendering it softer and more musical; and the making of the language a common study has tended to make it more regular, and consistent with grammatical rules.

The change in the orthography or spelling of the language since the invention of printing, has indeed been considerable. But this is the result of the efforts made to reduce the pronunciation of the language to fixed rules, and to introduce a greater degree of simplicity in the representation of sounds. A similar change, and from a similar cause, it is to be observed, has taken place in the French. In English we have probably nearly seen the end of it. There is now a great reluctance to admit any further change.

And in the next place, the general spread of education, which is the glory of the present age, will undoubtedly secure us in future against any violent changes,—against all changes but those which are the necessary results of alterations in the manners, habits, and modes of thinking, of the people. As these alter, new words must of course be introduced, and old ones go out of use. But these changes will be slow, and only to be marked in long periods of years.

It is not a great many years since each portion of our mother country, England, had its different dialect, scarcely understood by the people of other portions of it. But, under the influence of education, these dialects are fast disappearing; and the language, as grammatically written, is every day becoming more and more the language of the whole mass.

The effect of our common English translation of the Bible in producing a uniformity and regularity in our spoken language, and in preserving in use the old Saxon part of it, can hardly be overrated. As it was the work of great labor, and of the most learned men of its day, so it is allowed to be generally a standard of correctness. It is used among us, not only as the text-book of religious instruction, but as a school-book; and there is probably no part of the country where its effect upon the language of the people is more to be seen than in New England.

In the preceding notes, Turner, refers to Turner's Anglo-Saxons, 6th ed., London, 1836. Bosworth, refers to Bosworth's Anglo-Saxon Grammar, London, 1823. A few introductory remarks are omitted.

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OF THE

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ON THE

ADAPTATION OF THE UNIVERSE

TO THE

CULTIVATION OF THE MIND.

[We insert in this number of the Journal, two essays by Rowland G. Hazard, Esq. of Peacedale, in South Kingston; one a "Lecture on the adaptation of the universe to the cultivation of the mind," delivered before a Lyceum at Kingston, in 1842; the other an address on Public Schools, delivered before the Washington County Association at Wickford, in 1844.

The author of these Essays has been engaged the greater part of a very active life, in an extensive manufacturing business; and yet, amidst all its multiplied anxieties and cares, has contrived to find leisure to indulge his early cultivated fondness for literary and metaphysical pursuits. He has published several essays. His first one, entitled "Language," published in 1836, was characterized by the late Dr. Channing, in his Lecture on Self Culture, as a book "of much original thought." It was written while travelling on business through the Southern States. Besides the foregoing, there have also been published an address of Mr. Hazard's on the subject of Temperance, a Lecture on the Causes of the Decline of Political and National Morality, and an Essay on the Philosophical character of the late Dr. Channing, of whom Mr. Hazard was an intimate friend.

Any one well acquainted with Rhode Island, will readily perceive in reading the writings of Mr. Hazard, many of the traits of character peculiar to the people of Narragansett. While he is a zealous

stances, would hardly assume any higher form than that of vegetable existence. Without evil, there would be no temptation ; and the pleasures of self restraint, with its ennobling influences on the soul, would be lost; there would be no exercise of moral power. From this it is manifest, that we may reason to the conclusion, that evil is not only a necessary condition of the greatest good, but that it is absolutely requisite to the existence of finite moral agents.

But I have introduced the subject here, that I might draw from it an impressive argument in favor of mental cultivation. For if our hypothesis reconciles the various phenomena of creation, we may safely adopt it as true; and if it be true that this universe has been brought into existence for the purpose of improving the spirit, how very important must be the object for which all this creative power and wisdom has been put forth. The question may here arise, Why was man made so imperfect as to require such a vast apparatus for his improvement? As the ratio of the finite to the infinite is always the same, this question might be asked with equal propriety, if man occupied any position in the scale of being, short of perfection ; and is therefore equivalent to asking—why man, or all intelligence, was not made perfect and incapable of improvement. To this it may be replied, that the universal perfection of intelligence is incompatible with its activity, if indeed it be not with its very existence. For intelligence is active only from some motive. The only conceivable motives are, the desires of improving our own condition, or that of others; motives which could not exist, if all were perfect. If we could no longer employ our powers to advance ourselves, or through the medium of benevolence, derive pleasure from their agency in advancing others, there would be an end of all moral activity. Intelligence would have no object, mind no employment ; and all the varied modes in which it now manifests itself, would be annihilated. It would, to all practical purposes, cease to exist. That a portion of intelligent beings should possess a susceptibility to improvement, is then a necessary part of the system of creation ; necessary, that they may themselves have motives to action, and necessary, that they may be the objects of that benevolence which must be the motive influence in a being incapable of self-improvement.

But, if this necessity has placed us lower in the scale of creation, and made us less than the angels, a wise Providence has made it the source of our highest happiness ; and a just God, as if in farther compensation for our imperfections, has made this universe and adapted it, as one vast apparatus, to facilitate our improvement, and increase the happiness thus derived from the very deficiencies of our nature. This susceptibility to improvement, is thus made the compensation for the imperfection which it presupposes; and so well does it atone for it, that in view of the amount of happiness it affords us, we may even doubt whether the want of such a capacity for improvement would not be the greatest possible defect in an intelligent nature ; and whether, if we consider the perfection of being as meaning the best possible condition of being, we are not imperfect only in proportion as we neglect to avail ourselves of this compensating principle. And

gression. Already does the awakened interest on the subjects of education and religion remind us, that this grand law of intelligence is here working out its problem. Let us aid its influence by vigorous thought, and energetic will—let us press onward. Turning then from the finite cares of organic existence, to the infinite realms of thought, what are the objects which present themselves to the intellect? To every individual thus circumstanced, who for the first time meditates on this infinity, there is probably presented in some form, the portentous question, what and whence and wherefore this I, which thinks; and what and whence and wherefore this universe, in which this I, which thinks, is placed? And with these questions, he may be said to commence his philosophic existence. In advancing to the consideration of them, he has stepped from the finite to the infinite. The worlds of matter and of mind open to his view. Around him, the fair fields of science and philosophy allure him to tread their pleasant paths; stimulating his curiosity by the exhibition of their partially revealed mysteries, and tempting him to exert his powers to cull the flowers of fancy, or reap the harvest of reason. Above him, the lofty sky of speculation seems rather to lend infinity, than to set bounds to his vision. But with whatever avidity and accuracy he may observe; with whatever reach and acuteness of reasoning he may extend the results of his observations, and however far the loftiest flights of speculation may carry him into the unknown etherial, still do the great questions with which he commenced, bound his visible horizon. They are the ultimate object, the end as well as the beginning of all philosophy, and recur at every step of his progression. Partaking of the infinity into which he has entered, it were vain to attempt to compass them; and all that the most successful investigator of nature's mysteries can hope, is to advance from truths to truths, and from one combination of them to others more comprehensive.

But how often is he deterred by the difficulties which meet him at the very threshhold of the investigation. He looks around, and is perplexed by the incongruity of what he observes, apparently emanating from the same first cause: he sees good and evil; beauty and deformity; the creatures of benevolence, full of strife and cruelty; the very elements marring the universe by their violence. Or turning within himself, he finds that with pure and lofty conceptions, and ardent aspirations for the good, he is still liable to be tempted to evil. All is jarring discord.

I know of but one mode, which gives any promise of reconciling these seeming contradictions, and that is to suppose the whole universe as intended for the education of the mind; as a school in which to discipline the spirit.

Without now alluding to the many various cases in which the adaptations of nature to this object are manifest, I will only remark, that on this hypothesis, the necessity of evil, or at least of different degrees of good, is obvious. For otherwise, there will be no choice. Without choice, there would be no exercise of the will; and this, wanting the powers of the mind, would be dormant. Life, under such circum-

coloring of his thoughts with softer shades of reverie, and led him to feel, and to meditate on, the mysteries of nature—when the tempest-driven snow aroused his latent energies, and called them forth to the mastery of circumstance; or when contemplation of the boundless ocean suggested the first vague, but rapturous thoughts, of a restless infinity within him; or when, gazing on the stars, the ardor of his yet unsullied spirit, the aspirings of his heart, found there no limit. And who, when he recurs to these hallowing impressions of his youth, does not feel the glow of virtue reanimate his bosom, and the love of all that is beautiful and gentle and holy in moral character, quickened and strengthened within him.

Nor are the benefits of these appeals of nature confined to the earliest stage of our existence; but throughout the whole of life, and even amid its most bustling scenes, they continue to exert an influence, which, however unnoticed, is still not without its effects in softening its sorrows, mitigating its asperities, and strengthening the ties of virtue. Still,

> "To him, who, in the love of nature, holds
> Communion with her visible forms, she speaks
> A various language. For his gayer hours,
> She has a voice of gladness, and a smile,
> And eloquence of beauty; and she glides
> Into his darker musings with a mild
> And gentle sympathy, that steals away
> Their sharpness ere he is aware."

In the stir and bustle of active life—the ardor of pursuit, the tumults of passion, the thralls of avarice, the harsh conflicts of opinions and interests even in the degradations of vice, nature still appeals to all that is left of the better affections. Still the beautiful landscape, the quiet or song enlivened grove, the placid lake and stream, and the azure sky, never cease to woo us to tranquility; the moon-beams, as ever, steal quietly upon the conscience, carrying with them a calm approval to virtue, and alarming the wicked, whose thoughts or acts contrast with their purity; the returning verdure of spring still brings its hope and buoyancy of spirits. Our forests, in their autumnal changes, continue with solemn influence to teach us a cheerful resignation to the lot of mortality, on the verge of decay wearing their brightest hues as a gentle spirit putting on its loveliest smile in death. The boundless ocean, with its unceasing roar, still speaks to us of the infinite tendencies of our nature, and quickens us to the fulfilment of their demands for high and liberal thought. The solemn night still imparts its sublimity, while its twinkling stars beckon our thoughts from the petty concerns of this little sphere of action, to that contemplation of lofty truths, which seems to connect our lowly condition with a high and glorious destiny. Nor are the more terrible of nature's scenes without their proper influences. The storm-tossed ocean, the raging the rushing torrent and the wild tornado, impart grande , and nurture the energies which are requisite to t he loftiest purposes of the soul. But why should se manifold influences, which, though appreciated a mind to comprehend and a heart to

feel, can be but feebly portrayed by any form of expression. The loftiest strains, the purest inspirations of poetic genius, would be but imperfect copies of this original language, in which nature appeals to our sensibilities; the beautiful, the poetic language in which God, through the medium of his works, holds communion with the soul, and shadows out the mysterious relations which exist between the visible and the invisible, the finite and the infinite. It was by an application of this universal language, that the Author of our religion taught us from the beauty of the lily to infer the universal care of Providence, and it was under its inspiring influence that the untutored Indian, gazing on one of our beautiful lakes, whose sunlit surface reflected its verdant banks and flowery islands, called it "the smile of the Great Spirit."

Need we any other illustration, that this is a language which addresses itself to all, and which may be understood by all? But if there are any with sensibilities so blunted, feelings so dead, as not to regard these gentle appeals, these persuasive influences of external nature, she has sterner powers, the effects of which apathy will rather augment than diminish. Among these, are the influences of soil and climate on national character; influences which go far to account for the generic differences which exist in different latitudes. It can hardly be doubted, that in this country, the greater industry and economy of the eastern states, is owing to the comparative poverty of a large portion of the soil—to the short time which elapses between seed-time and harvest, and to the necessity of providing for long winters; and that to the habits induced by this latter necessity, we may attribute the desire of accumulation, which unfortunately has become too prominent as one of our distinguishing characteristics.

Such influences compel us to conform, in some degree, to the circumstances of our position, but may, nevertheless, be modified and regulated by liberal thought, comprehensive views, and a just estimate of their tendency to promote or retard our improvement. To this end, a correct knowledge of them is very important.

Another and a better influence of the same kind arises from the repeated exhibitions of the power which rules the universe, as manifested in the changes of the seasons, inducing more religious awe and reverence in those countries where the transitions are great and striking, than where they are so slight as to make little or no impression on the careless observer. Such results, verified as they are by observation, attest the existence of the most hidden and subtle of the influences, which I have endeavored to portray.

I will close my remarks on this portion of the subject, by merely adverting to those magnificent discoveries of the modern astronomy, which have given us a conception of the magnitude and grandeur of the material universe—a conception which, by its vastness, its unity, and its harmonies excites our profoundest awe, and awakens that sense of the sublime, which is nearly allied to the highest element of our natures, religious sentiment. Nor is it merely the vastness, grandeur, and harmony that this sentiment is affected, by contemplating, but also, that here, looking at the far-

thest verge of human science, we still seek something beyond—the cause which organized this stupendous system of worlds, and still sustains and directs their harmonious movements. We find this cause only in Spirit. It is before this mysterious power, that man, in the pride of science, and the confidence of demonstration, is arrested and instinctively adores, as the untutored Indian, in obedience to the same law of his nature, worships the Manitto of the ocean and the storm. In both, this law of the religious sentiment is the same. Both pursue their inquiries as far as their science permits, and find themselves in the presence of a God.

The Indian, viewing nature in its apparently disconnected elements, naturally attributes a spirit cause to each: the philosopher, whom lofty science has enabled to combine the whole universe in one harmonious system, moved by one will, as natural, makes that cause one; and finding no limits to the creation, makes the cause also infinite and universal. Thus does science, by its slower processes, reach the results, in which it is anticipated by revelation.

Through all the stages of human progress, the connecting link between the natural and the supernatural, is Cause. Our inquiries after truth conduct us to it, and merge themselves in the infinite.

In entering upon the influences which we exert upon each other, I will first remark, that, for the advantages of communicating our thoughts, we are indebted to the material world. For no one can look directly into the mind of another, or know its thoughts and feelings, except as they are manifested in material action, or described by analogy to some external object, of which both have a common perception. The language which expresses the passions, emotions, and all the purely mental processes, must have had this beginning, and still retains much evidence of its origin. By degrees, the terms thus explained acquire a common signification, as applied directly to the operations of mind, and the emanations of poetry, philosophy and eloquence are then circulated in streams, whose pellucid flow no longer reminds us that their channels were worn out of turbid matter. Language is then fitted for the direct action of mind on mind, and becomes one of the most important agents for the development and cultivation of its powers. The mutual aid which individuals render to each other, in correcting errors of opinion and practice—in the discovery and propagation of truth, and by the inculcation of correct principles, and sound maxims, by precept and example, are among the most obvious mental and moral benefits arising from the social compact—benefits in which all may participate, and to the common stock of which every one should contribute in proportion to his ability. If he has not the talent to convince, nor the eloquence to persuade, he may yet, by a correct and conscientious discharge of all his duties, exhibit the power of virtue and the beauty of holiness, in his every act, and make his life a more impressive and useful lesson, to all within his sphere of action, than the most refined argument or elegant diction could convey. To these it is encouraging to reflect, that such influence, however obscure in its exercise, is never lost A good action never dies. It lives in the unfading glow of the moral

beauty it illustrates. It flows from character to character, and reproduces itself in a thousand varieties. It may be forgotten, hidden in the accumulated aggregation of events; but its leaven is still there, mingling with, and modifying the whole mass.

The importance of this practical individual influence, is felt in every community, and, in most, is the principal barrier to the increase of vice, fraud and violence. By those more gifted in talents, more industrious in their application, or more favored by circumstances, an influence more pervading and palpable has been exerted. The inspiring strains of Homer and Virgil—the fervid eloquence of Demosthenes and Cicero—the wisdom of Solon and Lycurgus—the integrity of Aristides and Cato—the devotion of Leonidas and his little band, will forever inspire the patriot, the statesman, and the hero. The dazzling exploits of Alexander and Cæsar, will long kindle the flame of military ambition. The glowing pages, the sublime character of Plato—the calm fortitude, the uncompromising virtue, the unblemished life of Socrates—the hosts of martyrs, who have suffered torture and death to advance truth, and preserve their own purity, will never cease to be regarded with the most profound admiration. Through all time they will continue to awaken enthusiasm, and enlist its resistless energies in the cause of truth. They will ever hold up to their humble followers, the high susceptibilities of human nature, and incite them by lofty contemplation, and arduous virtue, to participate in that glory which has shed light on every succeeding age, and gained them the homage of the world.

Of the social influences, that which arises from the formation of governments, is a very important one, and furnishes an ample theme for the speculations of the philosopher, the philanthropist, and the statesman.

In proportion as men are obliged, or permitted to govern themselves, will their energies be directed to that object; and hence it is, that under the elective form of government, the people are grave, sedate and thoughtful. Take from them the care of civil government, and they become more light and volatile. If in addition to this, they are relieved from the cares of the soul by a religious despotism, they become still more volatile and trifling. Proceed one step farther, and remove also the cares of providing for physical existence, and we reach the condition of the slave, who, when no immediate evil presses on him, is the most merry, grinning, fiddling specimen of humanity. But he, who, from this volatility, would argue a higher order of happiness, might argue a yet higher for the fragile leaf, which yields to the impulse of every breath, dances to every breeze, and glitters in every ray which chances to beam upon it. Such happiness is little more than negative; the mere ebullition of animal spirit, freed from the immediate pressures of life. It is in that exercise of the mind, which the task of conducting our own lives imposes, that its faculties are developed, and kept in that state of healthful progression, which is essential to dignified and rational enjoyment. In providing for the order of society then, as much should be left to the self restraint and moral power of individuals, as is consistent with public safety.

We have sketched some of the results of a vigorous exercise of those powers, by which we act upon, and in some measure, control or modify the characters of each other. There are other consequences of a more spontaneous kind, growing out of our social relations; consequences for which we might argue even more importance from the fact that divine wisdom has not left their development dependent on our efforts, but has made them essentially a part of this "complex stupendous scheme of things."

In the interchange of the courtesies of life, in the glow of mutual interests, the generous warmth of friendship, the tenderness of affection, the devotion of love, all awakening kindred and reciprocal emotions, the kindly feelings of our nature are improved by a healthful and exhilarating exercise, while sympathy for others' wo, compassion for the errors, and pity for the frailties of humanity, paternal solicitude for helpless infancy, the bereavements of death, the pangs of sundered affections and blighted hopes, lend to those feelings a keener sensibility, and give them an acute tenderness which is essential to the full enjoyment of all the brighter forms of happiness. Feelings so vital and sensitive may sometimes lend a deeper poignancy to sorrow, but when self degradation and crime enter not into the sources of our mourning, their vitality heals the wounded spirit. While they soften and subdue all the fierce and angry passions, they exalt all that is noble, and hallow all that is benign, and by the conscious generosity of emotions in which self is forgotten, elevate the soul above the power of circumstances, and temper its distress with that consolation which Montgomery has so beautifully depicted as the "joy of grief."

The obligations of justice, the propriety of regarding the rights, the opinions, the feelings, and the happiness of others, offer abundant opportunities for the exercise of self-restraint, of benevolence and magnanimity—while the conflicts of interest, the ardor of ambition, the pride of emulation, the stimulus of opposition and excited resentments, nurture the sterner energies. Even the manifold devices, the overreachings, the petty frauds and contemptible banterings of trade, serve to stimulate and give acuteness to the faculties, and, perhaps, with no injury to those who encounter, without being degraded by them; and learn, not to practice, but that they may more certainly escape their pollution.

The supply of many things being inadequate to our desires, induces competition for their acquisition, which with the rivalry for distinction, for power and glory, makes a gymnasium for the understanding, in which we are compelled, by the joint influence of our physical and intellectual wants, to that vigorous exercise of all our powers, which forms habits of toil and perseverence, and imparts vitality and strength to the whole character.

The relations of thought, which are thus almost forcibly impressed upon us, serve as formulas for the investigation of higher truths, and furnish the elements for the solution of the sublimest mysteries.

It is with reluctance that I broach a theme requiring even for its partial development much analytic skill, and more time than I can now devote to it. But I feel that I should leave a wide blank in this

portion of my subject, if I were to omit to notice the influence of woman on society; of woman with her deep-toned affections, her delicate sensibilities, her warmth and purity of feeling, her intuitive appreciation of moral truth and rectitude, her enthusiasm tempered with gentleness, and gentleness made potent by an etherial efficacy, by spells and sympathies, which place it above all the coarser forms of human power. To her is given a moral influence pervading as spirit, and scarcely less mysterious. For her approval, high-thoughted genius takes its loftiest flight, and industry redoubles its exertions. Her smile rewards virtue, her frown banishes vice, her glance inspires courage, and her neglect withers ambition. In her soul-lit eye there is an eloquence more moving, and in its tear a deeper pathos than words can express. A potent charm is in her smile, the spells of persuasion are on her lips, and the inspirations of love obey her bidding.

With such power, what may she not accomplish? Power, which, when properly directed, is only less irresistible than that of heaven, and possesing in common, with its omnipotence, the attribute of being undiminished by its exercise. Let them recollect, that like it, it should be ever silent and gentle, and persausive in its application; and that like it, it should also be united with an all-pervading benevolence, with a philanthropy too universal to regard the narrow distinction of sects, too expansive to be limited by any creed.

Let her hold the powers confided to her as sacred; as dedicated to the cause of human improvement; and let her, faithful to the important trust, exert her sway for the advancement of *all* mankind, nor suffer her influence to be misapplied to any unworthy object. It were better that churches should crumble to atoms, that missionary stations should be abandoned, and ministers forsake their calling, than that this, the greatest element of moral elevation should be fettered by sectarianism, perverted by bigotry, or desecrated by its application to the degrading artifices by which cupidity and false zeal have impiously sought to make it available in obtaining money.

When that cheering approval of the most etherial of earthly intelligences, which should be the reward of virtue, can be procured for gold, (no matter for how holy a purpose that gold is used,) it has depreciated in public estimation. It has submitted to a lower standard of value. It has lost the attribute which gave it the potency of magic. It would once call out all that was noble in human nature, for this was its only price; but once perverted to pecuniary objects—how fallen! Gold and virtue are then on an equality. The acquisitions of fraud, of meanness, and oppression, and extortion may obtain the prize which should be the spontaneous reward of what is noble, generous and good; that which is ignoble is thus placed on a level with revealing genius and heroic virtue. This is confounding the distinctions of good and evil, from the knowledge of which, the aspiring nature of our common mother could not be diverted by the pleasures of paradise, nor deterred by the fear of death. If her daughters cannot restore us the Eden she lost, let them not abandon what she obtained for us in return, but by preserving the distinction, still lead

us on in the path of improvement, and retain to humanity, unimpaired, the God-like attribute of intelligence, knowing good from evil. I conjure them, as they value their influence, as they regard the advancement of our race, to keep aloof from the petty conflicts of party, and the machinations of avarice; to preserve their delicate sensibilities from the rude encounter in which even less etherial natures, suffer a loss of refinement and spirituality,

> "In which they roughen to the sense, and all
> The winning softness of their sex is lost."

Her gentle nature is scarcely less out of place in the arena in which men dispute the prize of wealth and power, than her tender frame would be in gladiatorial and pugilistic contests. She whose proper office is to elevate and ennoble, should rise superior to low ambition and sordid views; she should be the sanctuary, keeping all the finer feeling sacred from the contamination of low thoughted cares and ignoble strife.

> "The intelligencer
> Between the grave, the sanctities of Heav'n,
> And our dull workings."

It is principally in the endearing relations of mother, wife, daughter, sister and friend, that woman exerts the most benign influence on society. In these 'tis hers

> "To touch the finer springs which
> Move the world."

Whether in maiden loveliness, she breathes high ambition and noble sentiment into the soul of some aspiring and adoring youth, or in her varied relations, diffuses cheerfulness, grace and elegance in the social and domestic circle; her influence is felt as the poetry of life, blending with her rougher pursuits and neutralizing their harshness with a tender, gentle and holy efficacy—an influence, which, like music, soothes the savage breast, softens its asperity, and banishes its care ere it is conscious of its power.

In the relation of mother, a high responsibility devolves on woman. To her the infant intelligence is first confided. The young spirit, passive and yielding, receives from her its first impressions. Her plastic power moulds its intelligence, and exerts on its destiny a greater influence than any other human agency. Let her ever bear in mind this high responsibility; nor forget that, to children, acts are vivid and impressive, while words are weak: that one unguarded impropriety of conduct—a single outbreak of passion—a weak petulance—or a moment of fretfulness may make an impression too strong for all the precepts of wisdom, and all the maxims of morality to counteract. Let her also be cheered to the ever watchful fulfilment of her important trust, by the reflection, that every grace and propriety in action—every exhibition of tru[illegible] and affection—every effort of self-restraint—every sacri[illegible]s, to principle, and

of convenience to love and duty, will be delineated on the mind of the child in the glowing colors of his young affection, and will furnish him with a conception of moral beauty, which no time will eradicate. Such a conception, thus incorporated in his very being, cannot fail to elevate his thoughts, and increase his ability to resist temptation. But, if, unhappily, he should still deviate from the path of rectitude, it will, as a second conscience, follow him in all his aberrations, keeping in his view the beauty of virtue, rendered more striking by contrast, and will unceasingly appeal to him to return to that course of duty, which is hallowed by the recollections of maternal solicitude and tenderness. Words would fail to express the dream-like vividness, and spirit-stirring power of such recollections; but they will be attested by every heart whose affections have been properly fostered by a mother's care, by all who have truly known and felt a mother's love. "When," said Raphael, "I take my pencil for lofty and holy purpose, the spirit of my mother hovers over me." And how often does the spirit of the mother inspire the lofty thought, quicken the noble act, and hallow the generous motive. All cannot possess the talent, or attain the excellence of a Raphael; but moral action frequently gives a scarcely less beautiful expression to conceptions, not less divine than those which gave a spirit-like immortality to the creations of his transcendent genius.

In treating of subjects so vast and so fruitful in details, I cannot hope to do more than to present an imperfect sketch, and it is probable that I may have entirely omitted some considerations which should have been made prominent. But if I have succeeded in suggesting an adequate idea of our solemn relations with the material world and with each other, and of their influences, some may be ready to inquire, "what is left for us to do individually?" If causes without us, have an agency so potent—if they are really the mainsprings of our actions, what have we to do for ourselves? This inquiry leads us to the remaining division of the subject. The influence of the mind upon itself, or of those powers of which we are conscious. Among these powers, there is none of which we have a fuller conviction, than of modifying the influence of external causes, and of determining, in a greater or less degree, their influence upon us.

In proportion, as we exert this internal energy, do we mould the external and compel it to minister to our improvement and happiness. Suffer it to lie dormant, and nothing but the intervention of heaven could prevent our being the mere sport of circumstances.

Apply it to the investigations of our relations with the universe, and we learn how to make these circumstances beneficial.

It is by thought—truth-searching thought, that we free ourselves from the controlling power of causes without use. In reference to fate,

> "He is a Freeman only, whom the truth makes free."

The mind has a power of recalling and of re-examining the past. By this means it can apply a cool deliberate judgment, and decide in what respect it has erred, when under the influence of the immediate

exciting causes of action, and of determining how it can better act under similar circumstances. This is the benefit of experience. But to meet the various exigences of life, the mind has a more comprehensive power—that of imagining events, and of settling how it should act in the various combinations which it forms of them. These mental processes are the foundation of our habits and principles of action, and may be so extended as to apply with more or less precision to every condition to which we are liable. The greater the number of cases correctly settled, the better are we prepared for all the occasions of life, and enabled to derive advantage from its incidents. In proportion then, as we keep this power active, are we fitted to perform our part with propriety. He who neglects it will be the easy prey of temptation, the ready dupe of error, while he, who has improved it, establishes in his mind a test of truth, and derives happiness from all the trials and vicissitudes of life, by the exercise of that virtue for which they furnish the opportunities.

The heedless mariner, when he finds himself in difficulty, either passively yields to his fate or vents his energy in worse than useless imprecations on his evil fortune. While he, who, by constantly reflecting on the various dangers of his occupation, has prepared himself for their occurrence, finds, perhaps, even a pleasurable excitement in the exercise of that skill which is necessary to his safety and which his previous thought has rendered easy and natural to him.

He who employs this faculty of the mind for the contemplation of probable events, lays up stores of wisdom for the common uses of life. He will become sagacious and practical in all that relates to our immediate every-day concerns.

He who seeks for its exercise, higher conceptions, and more thrilling combinations fosters the spirit of genius, kindles enthusiasm, unfolds the noblest faculties of his soul, and awakens in his bosom desires which continually require the sublime, the beautiful and the holy; which incessantly demand a high progression. This is in harmony with the religious sentiment—that craving of the soul for something better than it has yet distinctly known; that insatiable thirst for perfection and truth. For these wants, the external world is insufficient, and the mind turns within itself for the contemplation of that beauty and excellence which its own revelations afford it.

But this internal sense of beauty is quickened by the external. The perception of natural beauty, or if that found in the more chaste and elegant productions of art, prepares the mind for its reception in any other form; and he who cultivates a flower improves a landscape, or erects a beautiful edifice, improves our ideas of moral symmetry, opens to the soul new avenues for the admission of moral beauty, and adds to the means of moral culture.

If I am correct in the necessity of progression, mental repose, or perhaps I should rather say, mental quiescence, is not desirable; and those who seek, will probably find it only in an uninquiring submission to the dogmas of arrogant authority; in the crushing embrace of despotism.

It is in meditation, that the self-forming power of the mind is most beneficially exerted. When we are not hurried by the necessity of

immediate action, nor excited by passion, nor swayed by interest, the judgment is cool and disinterested, and we may then establish principles, and form habits of thought, which will greatly assist us whenever unexpectedly assailed by temptation, or a sudden emergency requires our hasty decision. It is thus that the influence of the external, is moulded by the internal, and made subservient to it.

But independent of the important influence of this faculty on the formation of character, it would be worthy of cultivation, were it only for the immediate gratification it affords. It can make the mind a theatre for scenic representation, in which we may act any part which suits the humor of the moment. Whatever our situation, its delights are always at hand. It can impart an intenser glow to the ardor of youth, and brighten the reveries of age. It can beautify the desert with verdure of its own creation, people the solitude of the pathless woods with the beings of its fancy, or on the watery waste hold communion with the spirits of its choice. By it, the mind assimilates every excellence and grace, and by their habitual combination with its feelings, makes the beautiful and good as a portion of itself.

I have spoken of the mind as susceptible of vast, of unlimited improvement. This improvement, I think, is to be effected by the cultivation of all its elements, and preserving their due proportions to each other, which, when thus properly balanced, will all be found conducive to grace and strength; none require to be wholly eradicated. Pride, vanity, ambition, anger, fear and the love of acquisition, all exert a quickening influence. Fear is necessary to our safety, and is, apparently, among the lowest of these impulses. But who has ever known thought more electric, will more decisive and energetic, than its higher excitements can produce. In its more moderated forms, it habitually and unnoticed enters into that combination of feelings, which excites interest in what is passing around us; inducing us to observe the flow of events, and to investigate the laws of their succession, that we may avoid injury, or enjoy the sense of security. The love of acquisition, though often perverted to inferior objects, stimulates us in the pursuit of knowledge.

But I have not time to be minute, and the benefits of most of the other impulses being even more obvious, I will only reiterate my conviction, that they will all be found essential to the promotion of the most perfect character, as all the colors of the prism, in proper proportions, are requisite to the production of the purest white; and that the mind which is invigorated by the passions, agitated by emotions, and stimulated by the thrilling impulses of sense—if it be also ennobled by lofty sentiments, and purified by the contemplation of that ideal beauty and excellence which it has the power of creating, or of abstracting for itself—will be found more vital and efficient, than that in which the judgment is cold, the feelings inert, and passions extinct.

From these general considerations, most of which are equally applicable to other places, let us return, for a moment, to our own locality; and note what advantages we possess, and what difficulties we have

to overcome, in intellectual progress. Our geographical position has, heretofore, excluded us from the full benefits of that extended social intercourse, which, by rendering us familiar with the habits, system and views of other sections, weakens local prejudices, liberalizes the mind, and enlarges its thoughts. This, and the change in our social system, already alluded to, have no doubt retarded us. Another, and greater obstacle to our progress has been the want of education, which, though not wholly disregarded, has been quite too much neglected. It is true there are few among us, who have not been taught the rudiments of knowledge, (using the terms in their limited popular sense,) and I fear it is equally true, that very few of us have received much more than this. It is encouraging to see that all these obstacles are gradually yielding to improvements already made, or in progress. Greater facilities of travel have recently brought us in near communication with other portions of the country.

The changes in our local habits, I have already adverted to, and on the subject of education there is a growing interest and a corresponding progression; still much remains to be done—much more ought to be done. I would gladly have thrown a veil over these defects, but the very object of these lectures requires that they should be brought to view that the proper remedy may be applied. This duty performed, I turn with pleasure to some spots of brighter promise. There are some points in our local character which I think will not suffer by comparison with those of any portion of our country. With some opportunities for observing, I am persuaded that in no section of it have I seen more native strength of mind, more energy of purpose, more of that independence in thought and freedom from arbitrary restraints, which are so important in the pursuit of truth, and that no place has come under my observation where the distinctions between liberty and libertinism are better marked or better appreciated, where the rational desire of freedom is more harmoniously united with a love of order, or where the transactions between individuals are marked with greater confidence than in this my native land.

Will it be said that this is but the common preference of every mind for the customs, habits and institutions by which itself has been more or less moulded, or that it is but a natural partiality for the land of my birth? To such suggestions I can only oppose the fact that the portion of my life in which those preferences and partialities are most strongly impressed, the period reaching from infancy to the verge of manhood, was spent in another part of our country.

But admitting that my observations have been correct and my judgment impartial, it may still very naturally be asked how it has happened that a people who confessedly have labored under some peculiar disadvantages, whose progress has been retarded by a revolution in the once established habits and customs of society, whose local position has been unfavorable, and who have comparatively derived little benefit from education, should possess this superiority?

In the solution of this question, I find even more encouragement than in the fact, for I find it in causes which promise a lasting and beneficial influence on the future. To natural causes we owe some-

thing. A soil which, while it does not tax the powers of the cultivator to a state of repression or exhaustion, does not permit luxurious indolence. A climate in which there is little to enervate, and a natural scenery in which there is much to inspire thought, all have their effect. These are, in their nature, permanent, and while our "rock ribbed" hills resist the action of the elements, while the succession of seasons varies the aspect of our fields and woods, and the rains of Heaven fill our murmuring brooks, and our iron bound coast repels old ocean's surge, we may rely on *their* influence.

But there is a moral cause to which I attach more importance, and that is the ennobling influence of mental liberty. Here thought has never been trammelled; here discussion has known no proscription; intelligence has here been free; spirit has been supreme, and nothing but the decrees of Heaven have been exempt from its jurisdiction.

Here mind has put forth its native strength neither fettered by creeds perverted by bigotry, nor distracted by the intestine broils of sectarianism. Every one has here wrought his portion of the realms of thought in his own way, and choosing without restraint, the whole domain has been more or less cultivated. It may be true that we have not so often visited that portion which is consecrated to religion as our neighbors profess to have done; but we have entered it not as contending parties, seeking only the best positions it affords to defend our own peculiar tenets or to attack the opinions of others, but as calm inquirers, there to learn its truths, to enjoy its grandeur and sublimity, and refresh our fainting strength at its fountains of inspiration.

The effect of prescribing arbitrary limits to thought, can hardly be over-estimated. It is true that many wear such fetters so passively as not to find them galling, but those who have once escaped can never again be subjected to the same bondage. The mind which submits to artificial restraints, loses its elasticity and strength; accustomed to yield, the habit of submission fastens upon it; no conscious power unites it to vigorous action, no lofty sentiment inspires it with heroism, no emotion of victory cheers it in the contest with error, no enthusiasm warms it in the pursuit of truth. It becomes cold, sullen, and dissatisfied with itself, or, throwing off all care and thought of its destiny, abandons itself to frivolous or unworthy pursuits.

This evil becomes incalculable when the mind is authoritatively restrained from the free examination of all the great mysteries of its own being, when it is not permitted to know itself, to commune with itself, and to improve itself in the contemplation of those sublime truths, the investigation of which furnishes the highest and amplest exercise of its powers, and elevates it to the loftiest eminence of intellectual aggrandizement. From such restraint we have been comparatively exempt. This religious freedom is almost of necessity, associated with a corresponding system of civil government; and in this state, there has been much less legislation, than among our neighbors, but vastly less practical application of the laws which regulate society. More has been left to the self-restraint of individuals, and the moral power of the community; elements in the formation of

individual and national character, which, within certain limits, increase as the absence of legal restraints makes them necessary, and decrease, as the adaptations of the laws to the circumstances and contingencies of social intercourse usurp their place.

Rigid laws often create their own necessity. It is related that a citizen of Milan, voluntarily resided sixty years within its walls, and felt no disposition to pass their limits, until his prince commanded him not to do so.

The mind spurns that authority which, depriving it of the exercise of its powers in the choice of action, degrades it to a machine, and taking from it the merit of voluntary performance, robs it of the cheering influence of self-approval. This induces a disposition to break despotic laws. The most noble and generous spirits rise in opposition to them. It is not, therefore, strange, that those who live under such laws, are prone to think that there is no security when any right is not guaranteed by force, forgetting that the disposition to do wrong is often not so much a desire to do the thing forbidden, as to break the fetters and assert the dignity and supremacy of the mind. Hence, too, it is, that skepticism in religion is most prevalent where its forms are most despotic.

I am aware, that this very freedom, which I think so beneficial and creditable to us, has been made the theme of ridicule and obloquy, by our neighbors. That we have no law and no religion, is their constant gibe. But so long as by law, they mean those legislative enactments, which are rendered necessary by the fraud and violence of the governed—and by religion, they signify those arbitrary forms and systems, which are supported by the zeal of bigots and the craft of hypocrites, so long may they justly continue to reproach us with having neither. We might ask them, where is the utility of a religion, which does not purify and ennoble? or, of that extensive system and minute adaptation of laws, which, dispensing with moral power as a means of social order, banishing all natural restraints, and crushing the generous impulses in its serpent-like folds, still sanctions enormities, which savages would not permit. Much of this difference in character may probably be attributed to early legislation. Roger Williams, by proclaiming universal liberty of conscience, produced an influence on the character of this state, widely differing from that exerted by those colonists, whose first governmental act is said to have been an agreement to abide by the laws of God, until they should have time to make better.

He asserted freedom in its broadest rational form—the freedom of intelligence. They asserted the prerogative of authority, of force, and of legal coercion. He made conscience supreme; they sought to supersede its *divine* action by human institutions. They persisted in ir plan, and made a church and civil establishmet of rigid forms . He enthroned the spirit; they subjected it to arbitrary

which of these systems has most claims to reli- is obvious in the formation of sectional char lent, that ages of proximity and habitual inter- to wear away the distinctions.

We have been thrown more upon our own thoughts, and I have now spoken more freely, from a conviction, that if mistaken in any of my views, the expression of them would do little harm to a community so accustomed to examine and to determine for themselves.

They are superior to us in education; they have been more wrought and burnished in the schools; they are more skilful in the weapons of controversy, and with that advantage which learning and skill will sometimes gain over truth and strength, they have almost succeeded in producing an impression, that we ought to follow in their steps—that we, too, ought to have what they would call law and religion. Heaven forfend.

The native character of our state has been preserved in greater purity in this than in most other portions of it. For this, we are indebted to the hale and unyielding spirit of our ancestors, and to the isolated position we have occupied. But their heroism can no longer defend, nor our position protect us from foreign encroachment. Already have the latest improvements in the enginry of fanaticism been directed against us. With these causes of apprehension on the one hand, and on the other the hopes arising from the improvement in our habits, the increased attention to the subjects of religion and education—from a more free communication with the world, and from the earnest and laudable efforts making by some individuals to spread truth and excite inquiry, we seem to have arrived at a crisis on the event of which much of our future character may depend. Let us meet the emergency, resolved to hold fast to that which is good, and take truth from any hand which proffers it. To those who seek to change our opinions by argument, or even by rational persuasion, let us not object. To those who come prepared by their researches to instruct us, who bring with them knowledge from afar to enlighten, pure sentiments to elevate, and lofty thoughts to ennoble us, and above all, good examples to illustrate their precepts, let us extend a cordial welcome, liberal aid and generous confidence. But let us regard those who deny to us the freedom of thought, and thus aim to establish religion by the destruction of all her allies, who seek to frighten the timid and impose on the weak and credulous, and who, instead of the mild influences which come from above, arrogate to themselves the power of demons, and expect to make us worthy the hopes of Heaven by terrifying us with the fears of hell; who, adopting the principle that religious faith is not only essentially distinct from reason, but incompatible with it, carry it to such extreme as to seem to think insanity the only conclusive evidence of its existence; let us regard all such either as foolish fanatics or knavish impostors and traitors to the cause of human advancement. But let us carefully discriminate between these and such, as, seeking to advance the highest interests of man, are scarcely less arduously, or less beneficially or honorably employed, than they who hold the venerated plough. From such as these let us invite truth, but suffer none to encroach on the freedom of thought.

It is the one cause of liberty, for without this freedom of the mind, all other freedom is but a tinkling sound. Witness the numerous

attempts which have been made in South America, to engraft free political institutions upon a religious despotism. They have all been abortive—they must ever be abortive—the two are incompatible. And nearer to us we may observe how far the ennobling influence of knowledge may be counteracted, even by the decaying remnant of a religion of authority. The highest faculties of the soul interdicted, the mind excluded from its most ennobling pursuits—from all that gives sublimity to thought and elevation to moral feeling, vents its activity in the stir and bustle of the world; and intelligence, confined within too narrow limits, re-duplicates itself in mere ingenious contrivance, and seeks its advantage in the shallow artifices of trade.

But, though under certain conditions, it would almost seem that a people may be instructed without being enlightened, and educated without being elevated, let us not hence infer, that knowledge is of little importance. I have said, that our neighbors of another state have been better, perhaps I should say more educated, than ourselves. Of its benefits many of them have given illustrious proof. It has gradually weakened the bonds imposed on the intellect—enabled many to throw them off entirely, and others to exhibit much energy, even in fetters. But it is when removed from these mental restraints, that the benefits of the knowledge they have acquired, becomes most apparent.

The facility with which intelligence passes from one system to another, and discovers that portion of truth and harmony which exists in each, is not the least of its advantages; and they accordingly, when brought in contact with other systems, soon find that legislative enactments are not the only basis of social security, or the highest rule of action.

Aware of my incapacity to do justice to so vast and important a subject as that of mental freedom, I rejoice that it is one to which your interest has ever been alive; that the mention of it will here touch a sympathetic chord in every bosom. Is there a son of Rhode Island whose enthusiasm is not spontaneously kindled by it? who does not proudly feel that the glory of his forefathers is reflected upon him, and that through them he is allied to the transcendent honors of having emancipated the mind.

While then, with feelings elate, we reflect that our ancestors made this inestimable gift to the world, that they first threw wide open the portals to those sublime truths—those realms of lofty thoughts, where the feelings are hallowed, the intellect is ennobled, and the whole spirit is in harmony with itself and the universe; that the first claimed for earth this freedom of the skies, let us determine that we will be the last, aye, that we will never relinquish the fair behest. And while with patriotic pride we recur to that brightest page of our history, which records the first act of universal toleration known to the world, let us with firmness resolve that here, mind, as it ever has been, shall continue to be, free. Let us adopt the motto, *Here mind is free;* a motto worthy to be engraved on the vaulted sky, inscribed with sunbeams on the portals of heaven, displayed in the lightning, and proclaimed in the thunder of the universe—HERE, MIND IS FREE.

ADDRESS

ON EDUCATION.

Delivered before the Washington County Association for the Improvement of Public Schools, at Wickford, January 3, 1845.

BY ROWLAND G. HAZARD, ESQ.

The grand element—the essential condition of human happiness, is progress, and we hail with joyful feeling whatever accelerates it.

It is a cause of gratulation, that the means of individual improvement are extending, and that through them, our community, our country, and our race are advancing. And it is a cheering thought, that to this progress there is no limit,—that success in removing one impediment, but nerves us with victorious energy to encounter another,—that every advance but brings us in view of some higher position to be attained, while the horizon of perfection remains at the same apparent distance, or recedes as we rise into a purer atmosphere. In this way, obstacle after obstacle has been overcome, and one stage of our progress after another accomplished, until we have now arrived at the subject of universal education. In conformity with that universality, which is characteristic of this age, it is proposed to provide the means of literary instruction for the whole people. Obvious as is the importance of the measure to bare investigation, we are not proceeding on mere theoretical grounds. We have witnessed its results in portions of this, and in other states.

It is not long since our legislature employed a competent person to make a geological and agricultural survey of our territory. A spirit of inquiry was thus induced, and much valuable information disseminated, the good effects of which are already so obvious, in improved and more economical modes of cultivation, that I think I should be within bounds in saying, that the expense of that survey has already been repaid an hundred fold. With such results of an experiment in one portion of science, it is not surprising that the state should extend its views and its efforts to its other departments—that it should adopt measures to diffuse information, awaken interest, and increase the desire for the extension of knowledge generally, with liberal provision for its accomplishment, and thus embracing the whole subject at once, secure its numerous advantages as early as practicable.

For this purpose an agent has been engaged to co-operate with the citizens, and give them the aid of his experience and mature thought in the important work of reforming the schools. The wisdom of this course is now apparent, and it is gratifying to find, that those on whom the expense principally falls, are most zealous in advocating, and most assiduous in their efforts to promote its accomplishment.

This is honorable to our state, and particularly so, as this concurrence manifestly arises, not from any sordid calculations of interest, but from noble and philanthropic feelings. To a people actuated by such high and disinterested motiyes, it would be worse than useless to hold up any lower inducements: but I may here remark, that in this as in other cases, generous action, based on liberal and correct principles, secures those minor advantages which are the ultimate and exclusive objects of a grovelling, narrow policy. For leaving out of the account, all the delightful anticipations of increased comfort, virtue and happiness, and all the benevolent satisfaction of being useful to the world, the man who appropriates a portion of his wealth to the diffusion of knowledge, is still making an investment, for which, even in a pecuniary view, he will be amply repaid. For go where we will, we find the value of property very much depending on the intelligence of the community where it is located—an obvious consequence of the fact, that intelligence is necessary to make property productive. It developes all the resources of a neighborhood, and applies them in the best manner. Besides this, it brings the advantages of superior society—of good literary, moral and religious instruction, and various benefits, which a union of intelligent persons may easily command, but which no one individual, however talented, or however wealthy, could so effectually compass. And these all make the real property of such a community more desirable, and of course more valuable.

It also enables men better to discharge the duties of legislators, judges and jurors. General education then, will enhance the nominal and intrinsic value of property, while it also renders it more secure.

How far it is expedient to make popular education the subject of legislation, is an important question. In Prussia, an amiable king, disposed to exercise the despotic power with which he is vested, in a paternal care of his subjects, has furnished the means of instruction to all, and by penal enactments, made it obligatory on parents and guardians, to send their children to the schools he has established.

Such legislation would be worse than useless here. It would be repugnant to our feelings, and in opposition to the spirit of all our institutions. In some minor matters, regarding schools, imperative legislation has failed even in states where the people are more accustomed than we are, to the interference of legislative authority with the sphere of individual duty.

I apprehend, that in proportion as a state assumes the task of regulating the mode of instruction, parents will feel themselves absolved from its responsibilities; and it is the care and thought of parents in educating their children, which forms the foundation, or a very large portion, both of parental and filial virtues, the destruction of which would annihilate all that is most beautiful and holy in the social fabric.

Air, light and partial warmth, are all that a wise Providence has bestowed on us, without some efforts of our own, but having furnished these pre-requisites of life and activity, has made the rest de-

pendant on that thought and labor which are also necessary to develop the energies of body and mind. Let a state then provide the money essential to the existence of public schools—adopt means to enlighten the public mind on the subject, and to warm it into effort, adding such suggestions and recommendations, as on such a subject may very properly come from its selected talent and wisdom, and leave the rest to the free thought and voluntary action of the community.

The immediate connection of education with the interests and the condition of mankind, is too obvious to have been entirely overlooked, by any but the most barbarous tribes; and yet in its present aspect it may be said to be new. Though pursued by many with higher views, it has too often been sought, merely for the selfish advantages which the instructed derived from it, in competition with the uneducated—advantages which its general diffusion would destroy. Hence at one time, the learned sought to express themselves in a manner unintelligible to any but the initiated; and the clergy, by the exclusive advantage of superior knowledge, gaining the ascendency of the political and military power, established an ecclesiastical despotism, which, with the most tyrannical insolence, dictated to nations, and arrogating to themselves the powers of darkness, and scarcely less infernal powers of earth, by the combined terrors of hell, and the tortures of the inquisition, destroyed every vestige of freedom, and left scarcely a ray of hope to humanity. It was fraud monopolizing knowledge, to subdue the ignorant, and prostrate their minds in a bondage the most cruel, and the most direful that history records. The institutions of Lycurgus embraced a system of general education. Under them the Spartan youth were trained to endure privation, fatigue and pain, and habituated to the use of arms, that they might more effectually serve their country in war, and were taught to steal, that they might be prepared for its stratagems.

But to increase the general happiness, and secure the freedom of man, by a system of education which shall impart useful knowledge, intellectual power, and moral elevation, to the *whole* people, is an idea of our own times.

That the period for the practical development of this idea has arrived, is manifest from the unanimity of public sentiment in its favor. I may almost say, that none deny its importance, or doubt its utility, though there may be some diversity of opinion as to the mode of its accomplishment. To devise and bring into action the best means in our power for this purpose, is the object of this Association. I need not labor to secure your interest in its favor, by dwelling on the beneficial results which may be expected from the success of the enterprize, for I cannot believe that any one who has at all reflected upon the influence of increased thought, and the extension of knowledge, upon individual happiness and progress—upon national prosperity and national honor—upon our intellectual and moral condition, and upon our political and social relations, can contemplate with indifference the efforts now making in this country in behalf of education.

I wish I could claim a more active participation in them.

But I must confess myself one of those, whose time and thoughts have been too much tasked by business pursuits, to permit me to render as much personal aid to this important movement as I desired, or so much as my views of duty to the community dictated. But I have observed, with deep interest, the noble efforts of those gentlemen, whose labors in this cause have laid us under high obligation, and claim our warmest gratitude and sincerest thanks. It is gratifying to find that they have sanguine hopes of success. They do not, however, expect to escape the difficulties, or to avoid the obstacles which ever beset the path of the pioneer in social improvement. They know that popular prejudices are to be dispelled, that the iron grasp of avarice is to be relaxed, and supineness stimulated by a sense of duty which they must awaken in the public mind. They know that the reformer requires industry, zeal, energy and perseverance. By the intelligent exercise of these qualities, they have already accomplished more than was anticipated in the time, and there is now much to cheer us all to effort, to animate and exalt our hopes, and inspire us with lofty and generous purpose. And it is a work in which the aid of all is required. The object we aim at is nothing less than a system—a better system, for the improvement of man. If in such a cause, the people are inert, it will be in vain that legislators pass acts, and make liberal appropriations of money. If parents do not take an interest in it, and perform their duties, the labor of those philanthropists who have made it an object of earnest investigation and deep solicitude, and sought to inspire others with a kindred interest, will be fruitless. Properly to sustain and carry forward such a movement, the whole people must unite in it heart and hand, thought and action. They must think, and think justly and liberally. They must act, and act with the energy of excited interest.

We must not content ourselves with dreaming over the prospect, however encouraging. I know it is delightful to regale the imagination with visions of an intelligent and happy people, under a wise and benevolent government, such as may be anticipated from the general diffusion of knowledge; and to indulge in all the luxury of benevolent feelings, amid those congenial scenes of felicity and virtue, which a prophetic fancy may here so vividly portray. And it is allowable, it is useful, thus to warm ourselves to effort, by dwelling in imagination, on the intended, the probable results of our labors.

But we must not stop here. We sow the seed in hope and faith, but we must bestow the careful vigilance—the laborious attention of actual business, before we can expect to gather the fruit. Money may be freely appropriated, and yet not a single spring necessary to the success of the movement be put in action. The plan may be wisely conceived, and put forth with all the attractions of eloquence, and illustrated and enforced by all the powers of argument, and yet little be done towards its practical accomplishment.

But I do not fear that the interest now manifested, is the mere effervescence of popular enthusiasm, or that it is such an excitement

as dissipates its fervor in idle imaginings. I am persuaded that it is the result of deliberate thought, terminating in the firm conviction of the importance—the necessity of earnest attention to the objects for which we are now assembled. That object has already been stated to be the improvement and extension of the means of education. An object, the beneficial tendencies of which, are manifest and manifold in every aspect of the subject—so manifest that one can hardly speak of them without uttering truisms.

It is a trite remark, that the success and stability of a popular government depends on the intelligence and virtue of the people. It is obvious that these qualities are no less essential to individual happiness than to national prosperity or national security.

In despotic governments, the object of education is to make the people good *subjects*. On us devolves the higher task, of so educating them, that they may become good *sovereigns*. And to the inducements growing out of these considerations I may add, what under our institutions, seems the grand desideratum, that there is nothing which has so great an influence in lessening and neutralizing the inequalities of society, as a system of education which embraces all in its provisions. It opens to all a common source of enjoyment and aggrandizement. The rich and the poor here meet on common ground. Seated side by side, the heir of wealth finds that the circumstances of birth afford no advantages in the competition for intellectual superiority, while the child of poverty also learns, that his advancement depends on his own efforts, and on his own conduct. Give him the key to the stores of learning and the treasures of thought, and he may complacently smile at the little glittering pile on which the merely rich man rests his title to consequence. He may look with scorn on the miserable ambition, or with pity on the folly, which contents itself with those accidental advantages which an accident may destroy, to the exclusion of those benefits, which becoming identified with mind, can only be lost by the destruction of the spiritual being.

The great object of education, is not to give those who receive its benefits an advantage over others in the competition for wealth or place, but to increase their rational enjoyments, and their usefulness in whatever circumstances their lot may be cast. If wealthy, to use their wealth with intelligent and noble purpose; if poor, to apply a like intelligence to the economical management of their concerns; if in retired life, gracefully to perform the duties of a private citizen, and shed a right and happy influence in their sphere; or if called by their country to official station, to perform its duties with credit to themselves, and benefit to the public; but more especially, to enable them to enjoy that happiness which arises from a consciousness of the performance of every duty, and of progress in the scale of being. In short, to make them more happy in themselves, and more useful to others.

To fulfill these purposes in the highest degree, requires strong and active minds, and pure hearts with cultivated affections, in sound bodies. Hence education, in reference to these objects, must em-

brace the physical, intellectual, and moral nature. Our part now has reference more especially to the intellectual, but in attending to this, we need not, we do not intend, wholly to neglect the other departments. In regard to the physical, something may be done by the erection of suitable buildings, and by care to protect the inmates from unhealthy influences. And in regard to the moral, much may be done, by good regulations, by the selection of teachers, who, to proper intellectual endowments, unite purity of heart, elevated sentiments and refined feelings, rendered more attractive by modest, manly deportment and winning manners; and when practicable, by locating school-houses in situations where the natural scenery will instill beauty into the soul, and bring it under those harmonizing and elevating influences with which a wise and beneficent Creator has imbued his works. Let them stand aloof from the turmoil of business, and elevated above its cares, where the orient sun will inspire hope, and his setting hues gild a glorious futurity. Let them be where verdant fields and flowery groves, made vocal by the melody of birds, will regale the senses and refresh the imagination—where extensive prospects will awaken the sense of the sublime, inspire lofty aspirations, and nurture all the infinite tendencies of the immortal spirit. Place them near, where, in some sanctuary of nature, the crystal fountain sends forth the refreshing stream, in which the infant soul may baptise itself in purity, and from its murmuring waters catch the hallowed voice of song. And when this is impracticable, let the same intention be fulfilled, as far as possible, by artificial means—by paintings and statuary, by poetry and music. Let the whole arrangement be such as will gladden the heart, and make the future recollections of the spring time of existence, and all its associations, as a celestial vision, blending its tranquilizing and holy influences with the cares and asperities of life, and gilding with poetic gleams its stern realities.

Procuring suitable teachers is, perhaps, the most important and the most difficult portion of the work. Properly to fill that station, requires the highest order of talent, and the most exalted character. But can we expect men of high talent and character, to devote themselves to a pursuit, in which the honors and emoluments are so far from being commensurate with the labor and responsibilities? A high sense of duty impels some persons thus to devote themselves, but in the present state of public feeling, we cannot rely onthis inducement, for a sufficient number to fill any considerable portion of our schools. In this State, we are very deficient in this particular. Preparation for such an office, has neither been a duty, a trade, or a profession, and we have of course to rely much upon our neighbors. I do not object to this for the reason sometimes urged against it—that it gives our school funds to the citizens of other States. The argument, on that point, is wholly involved in the mooted question of free trade and protection. There may be some advantages in the circulation of intelligence, which is produced by this employment of instructors from other sections, and their con-

tinual change from place to place, but I apprehend they are trifling in comparison with the disadvantages.

In this State, I believe, our sound and liberal political and religious institutions, have laid in the free thought and mental vigor of the people, a broader and firmer basis for education, than has elsewhere been found, and I would that the superstructure should be raised, by those who are familiar with these institutions, and have profited by them—by those whose thoughts have never been circumscribed by authority, and whose souls have never been narrowed by bigotry or debased by superstition. In these views, I believe, I am influenced by no merely sectional feeling. I know there are many in other States, who in this particular will well compare with the best in ours. But I do not think that their institutions and acquired habits of thought, are so favorable to the development of this character, or that it is so universal among them. But there are other considerations, which I deem more conclusive on this point. In the present mode of engaging a teacher for a few months, with only a mere chance of his being re-employed in the same district, he cannot be expected to feel the same interest in the affairs of the community, or even in the progress of his pupils, as if he were permanently located among them, and expected to see the fruit of the seed he planted.

Such is now the general neglect in visiting his school, and in extending to him even the civilities of society, that in an ordinary term he will hardly become acquainted with the parents at all, unless he "boards round," which, by the way, is the only recommendation of that system which occurs to me.

Now every man with improved mind, cultivated taste, and elevated morality, exerts a great and happy influence on the community in which he resides, and those requisites should be indispensable to all the teachers of our schools. They will, in some respects, be better situated to exert this influence, than most other citizens. They will receive no fees for their opinions; and not having to encounter the suspicions of interested motives, and the feelings of rivalry which the competitions of business so often engender, their approval of right and reprobation of wrong, will have all the weight of intelligence, character and impartial judgment. The influence of such men, permanently located in all our districts, their interests and feelings all blending with those of the community, could not fail to elevate the moral standard, and strengthen all the ties which bind society. As they advanced in years, and their pupils came into active life around them, this influence would assume a paternal character, and be to the whole community, what that of a long settled and venerated minister of religion is to his congregation. Perhaps, too, there would be a more grateful feeling for the moral influences which the teacher has insinuated into the mind with science, than for even greater benefits in the same way, from one, who imparted them in the fulfillment of duties, which, in virtue of his office and his salary, he was bound to perform

To secure these benefits, and remedy in part the difficulties alluded to, it is proposed to establish, within the state, normal schools,

for the education of teachers of both sexes. I will not enter into the details of this plan, further than to say, that it is the intention of the projectors of it, to rely on voluntary subscriptions for the funds necessary to carry it into effect.

Some years must elapse, before we can realize the full benefits expected from this source, but in the mean time, much may be done by vigilance in procuring the best teachers which circumstances permit, and by encouragement and aid in their efforts to become better qualified for their responsible station. The association of teachers, already formed in this county, for the purpose of mutual improvement, gives promise of much usefulness, and reflects credit on its members.

While, however, the rate of compensation is so low, it is to be apprehended, that men of talent will only make school keeping a stepping stone to some more lucrative occupation. This presents a very serious difficulty, and I confess I have been alarmed by the consideration, that our best lawyers, who devote themselves to their profession, realise two, three and even five thousand dollars per annum, and that education requires talents not inferior to theirs—*not inferior to any.* I endeavored to flatter myself, that when the importance of the subject was justly appreciated, we would be willing to pay as much to the man who performs so important a part in training the minds of our children, as to the man, who ever so ably and successfully defends our purse, or even our personal rights.

But when entering into figures, I found that this would require certainly more than ten—perhaps more than twenty times the amount now appropriated by the state, I despaired of its early accomplishment, and sought relief in another aspect of the subject, which I think presents some encouragement. I find this encouragement in the fact, that most men do not labor exclusively for money. The number who have so wofully misconceived the ends of existence, as to make the mere accumulation of wealth, or even a wholly selfish application of it, their ultimate object, is very small. Now those, who for the purposes of rapid acquisition, devote themselves to active laborious pursuits, involving anxiety, perplexity and mental vigilance, have almost always one or more of three objects in view—the pursuit of agriculture, of literature, or of benevolence.

I know that some may doubt these premises, and as they are important in themselves, and essential to the cheering conclusion I aim to deduce from them, I will trust to your indulgence to dwell a moment upon them,

The very general desire of men, to escape from the anxieties and perplexities of hazardous and intricate business, to the green fields—the golden harvests—the home-felt joys and sober certainties of agricultural life, is matter of every day observation and experience; nor will it be doubted, that with many, the calm pursuits of literature and science are looked to as an evening haven from the storms of a bustling life; but I am aware, that on the last point, the popular mind inclines to a belief of the engrossing selfishness of business men. They see them pursuing [illegible], with an energy so intense,

and an interest so absorbing, that they may well suppose, that with them, it is the final and exclusive object of existence. The uninterested and superficial observer, does not suspect, that they are goaded on by a consciousness that the great work of life is still before them—that they are yet far from home—that night is approaching, and they have not entered even into the territory of their abiding place. But it may be urged, that even when successful, they are slow to apply their wealth to benevolent purposes. This is very often the case, and yet, paradoxical as it may appear, it does not argue that this is not the purposed object for which they are acquiring it. They overrate the value of money as a benevolent power. They measure it by its cost; and this, when every energy of body and mind has been engrossed in its acquisition, they can hardly over-estimate. Though holding in theory to their early impressions of its omnipotence, their business experience and judgment enables them practically to perceive in every attempt to apply it, that money in itself is a very low order of power, and requires the aid of as much thought and labor to make it effective as an agent of good, as it does to make it productive in business. They long hope, however, for an opportunity of applying it with those magnificent and certain results, the imagination of which has lured them to its exclusive pursuit, and it is not till they have exhausted this hope, that they yield to less inducements.

They are then only carrying into the application of their wealth, the rules by which it has been acquired, and are loth to part with it at less than the original cost, or to invest it, where, in the absence of their own supervision, they have not what they deem sufficient security that it will be judiciously applied. Those habits of saving money, and of parting with it only upon the expectation of a larger return in kind, and which are generally necessary to enable them to commence accumulating, may at first militate against their giving freely for any other purpose; but when they have once learned to look to humane objects as a return for investment, their acquired boldness in parting with large sums, in confident anticipation of profitable results, comes to the aid of their benevolent feelings, and perhaps goes far to supply the want of enthusiasm, which is sometimes induced by the vividness of the imagination having become obscured in matter of fact calculations, and the engrossments of reality.

The recent subscription of business men, for the erection in this state of an asylum for the insane, carrying into effect the original design of one of their own number, whose generous aid through life to literary and benevolent objects, might, of itself, go far to disabuse the public mind on this point, shows how cheerfully they will give, when in their opinion the object warrants it. And the very liberal donation of one individual, who perhaps for the very reason I have suggested, set a high value on money, shows how freely he can bestow it, when his judgment is convinced of the utility of the application. He is now animated by a new impulse. His life is no longer objectless. The cheering thought that all his labor has not been in vain, attends him. He is inspired with a fresh hope, for he

has found an opportunity of investing the proceeds of his toil and anxiety, in a manner, which evidently affords him more satisfaction, than he ever felt in the acquisition of a like sum. The sagacity by which he at once secured the present co-operation of the community, and ascertained that their feelings were sufficiently interested in the object of the gift, to warrant the expectation that it would continue to receive the attention from them, essential to its usefulness, is a striking illustration of the thoughtful prudence of business men, under circumstances, which might have dazzled the imagination, and misled the judgment of those having less practical habits and experience.

Having touched upon this subject, it may not be out of place here to remark, that the improved treatment of the insane, and the education of the deaf and dumb, and the blind, are among the most glorious triumphs of knowledge, and that education has raised her proudest trophy in the midst of that intellectual and moral illumination and holy joy, which she has carried into the recesses of mind, from which, by a combination of the two latter maladies, every ray of light or hope was formerly excluded. Who would not rather have been the first who triumphantly planted the standard of intelligence and hope within the apparently impreguable ramparts of that dark and dreary citadel, than to have victoriously borne away the martial banners from the fields of Arbela and Waterloo.

But to return. The facts I have mentioned, go far to confirm my premises, and I think warrant the assertion, that so far as the prospects of this life are concerned, Agriculture, Literature and Benevolence, may generally be regarded as the *ultimate objects of busy men.* The intelligent farmer may well be content, for he already occupies one of the positions which so many are toiling to obtain, and one in which constant observation of the liberality of nature, must imbue his mind with generous feeling, and thus eminently fit him for the enjoyment of another of the *ultimate objects.* The office of the teacher also embraces two of three objects, the pursuit of literature, and the gratification of benevolent feelings.

If the farmer may look with delight on the green fields in which he has made two spears of grass grow, where only one grew before, with what higher rapture may the teacher look on the beaming countenance which attests that another idea, another truth, has been successfully engrafted on an immortal mind. If the former, when he plants, may look forward with pleasant anticipation, to the refreshing fruit or shade, with what more holy hope and joy, may the latter reflect, that the germs he is nurturing will grow through eternity.

A man imbued with benevolent feelings, and a passion for knowledge, may find in the office of a public instructor, that pleasurable occupation and exhilerating exercise of his faculties and feelings, which will induce him to pursue it, for that moderate compensation which will ensure him a comfortable subsistence through life. And the very causes which induce this willingness, insure, at the same time, the highest qualifications, and most devoted zeal in their appli-

cation. In the adaptation of the office to the gratification of these high tastes, and the peculiar necessity of these same tastes to the office, we may recognize one of those beautiful provisions of Providence, by which the supply of all our essential wants is brought within the reach of reasonable effort and moderate ability.

But there is one other condition, without which, even these high gratifications will fail of their inducements. We must elevate the profession to its propor rank. We must render it respectable and honorable. We must make its credentials a passport to the best society. If those who now fill its ranks, have nor always the grace of manner, or even the good breeding and the power of rendering themselves agreeable and instructive in conversation, requisites to make them welcome at our tables and our firesides, the more shame on us, that we have inflicted such instructors upon our children, and the greater need, if we would not have them grow up rude, clownish, awkward and vulgar, that we give their teachers the best means of learning the courtesies of life, and of acquiring the grace and elevation of polished society, which their respective locations can furnish. None more require the sustaining power of society, and by none will it be better repaid. In elevating them, we elevate our children. An examination of facts, may further confirm the views I have taken in regard to compensation. Men whose business obliges them to endure the anxieties attending the risks of fluctuating markets, and the perplexities consequent on extended operations and intricate combinations, and are thus in a great measure debarred the tranquility of mind, and the leisure necessary to the pursuits, I have designated as the *ultimate objects of busy men*, must be sustained by the hope of large compensation. The lawyer whose time is fully occupied, and his mind overtasked with important and intricate cases, is in this class, with the additional aggravation, that his professional intercourse with mankind, is little calculated to gratify benevolent feelings.

The lawyer who is less occupied, and has time and opportunity for some, or all of the *ultimate objects*, is satisfied with moderate compensation, while among the clergy, whose vocation embraces literary and benevolent pursuits, we find talents of high order engaged at very moderate salaries. A similar rule, with some modifications, will apply to physicians. The pecuniary remuneration, for official services in this state, is very small; but I am much mistaken, if there is any one in the Union more faithfully, or more efficiently served, or in which the public officers have a larger share of public confidence. Look too at our numerous banks, whose presidents have no salaries. Has the large compensation paid in many other places, procured more ability, or more character, or better administration in any respect?

But the lords of the soil—the *professors of Law, Medicine* and Divinity—Governors, Judges, Legislators, and Bank Presidents, hold honorable places in society. Let us then, from the high considerations of justice, as well as from those of interest, admit the professors

of education to their proper position.* Make their fraternity honorable, and it will soon be crowded by talent, competing for moderate compensation. This proposed elevation will be but justice to the teachers; and it will be expedient, in the first place, to render them more capable of doing us service, and in the second place, that they may be thus induced to perform these services at a price which will meet the popular views of public ability. In this way, too, we may procure greater advantages than money can command. Money cannot produce so much elevation as honorable place and consideration in society can do. It cannot excite the same interest and kindle the same zeal, which literary taste and benevolent feelings can inspire. Besides, if a compensation in money were the only inducement, impostors would rise up, we should be overrun by a host of mercenary office seekers, generally, of all men the least fitted for the stations, the emoluments of which they covet.

In its connection with schools, the proper government of children is a very important problem, and one replete with difficulty, in both the theoretical and practical department. There is great diversity of opinion on the subject, and not feeling myself competent to its full development, I will venture only a few remarks in regard to it.

In the first place, a teacher should be able, properly to govern himself. All punishment inflicted under the influence of anger, is to the child but an example of violence. If he does not perceive its propriety and justice, it is to him but tyranny and oppression. He feels himself overpowered by mere physical strength, to which it would be in vain to oppose his feeble frame, and either rises above it in a feeling of resolute defiance, or sinking under it, seeks relief in that low exercise of the intellect, which develops itself in cunning and falsehood. Violence and fraud naturally produce and reproduce each other. Again, a child should be punished only for what is wrong in himself, and not for doing what is merely inconvenient to its care-takers. The opposite course confounds his ideas of moral right, with what is only expedient—destroys the nice sense of justice which is always found in the infant mind, and sets an example of selfishness, which cannot but be prejudicial to the child, and to the proper authority of its guardians.

In regard to the supposed necessity for corporal punishment, I believe it arises more from a want of moral power and moral purity in parents and teachers, than from any thing inherent in human nature. The child may be degraded by ignominious punishment, and debased by fear. It is true he may by these means, also, be restrained from practical wrong, and thus preserved from acquiring bad habits, but I doubt if a single virtuous impulse was ever thus imparted. Most children soon learn to disregard the anger of their parents, but there are few whose better feelings are not touched by seeing them grieved by their conduct, or who can resist the united

* These remarks are of course made in reference to our district schools. The high character and social position of those engaged in the more elevated institutions, leaves little cause of complaint, so far as they are concerned, and furnishes another illustration in point.

influence of parental solicitude and parental sacrifices of comfort and convenience on their account. Force is the lowest form of power, love is the highest, and it is this which inspires virtuous resolution and noble action. But force appears to be the shortest mode of enforcing obedience, and the parent thinks he has not time, or perhaps that it is not his place, to appeal to the reason and the feelings of the child. He sadly mistakes his duty, as well as the true economy of the subject. The rod has its influence while the pain lasts—but when the feelings are touched, and the understanding is convinced, the work is done, and well done forever. A restraining power and a virtuous impulse are thereby fixed in the child's own mind, which attend him as guardian angels wherever he goes.

The authority of the parent, if founded on fear, has no existence beyond the acts of which he may become cognizant. At school the child escapes this jurisdiction, and a similar authority is there to be established. We may very naturally suppose that it will be effected by the same means. For if parents, with their greater interest, re-inforced by natural affection, found *their* engagements did not allow them time to resort to the moral means of love and reason, when the mind was tender and open to such influences, how can we expect the teacher, charged with the literary instruction of a number of pupils, to find time to act upon the more obdurate material now presented to him, through the medium of the moral feelings or the moral judgment. He, too, must adopt more summary means, and violence must go on re-producing itself.

I am aware that my opinions on this subject have not the authority of experience, but it does appear to me, that so long as corporal punishment is deemed essential to school discipline, teachers cannot rise to their proper place in public estimation. So long as they are hired to whip, their vocation will be more or less associated with that of a public executioner, and in our school government, we shall be committing the gross absurdity of uniting the offices of a supreme judge and a Jack Ketch in the same person.

If this is necessary I despair of the dignity of the profession. The remedy must begin with the parents. I know that they have not an exclusive and infallible control of the characters of their children, but we all know that much may be done by them in its formation, and especially by the mother. If necessary, then, let the father increase his efforts, and submit to greater privations, that this most important maternal duty may not be neglected—that his children may not want a mother's care and that holy influence which she can exert on their destiny. But how are they more generally to become properly qualified for the performance of these high duties? The natural affection of mothers does not require to be excited or increased, but to be enlightened by knowledge and made more discriminating by well directed thought; and rude and inadequate as the means now appear to such a delicate and important result, I apprehend it must be commenced in our district schools. Than this there can be no higher consideration to stimulate our efforts to improve these schools. If a boy when first shown the letter A, could

berant profusion of thought, through which it hurries us, whether we will or not.

Children are universally fond of acquiring knowledge. They have an insatiable curiosity, which demands gratification from this source. Witness the glowing countenance of a child when the light of a new idea suddenly bursts upon him—the thrill of pleasure, when for the first time he has mastered the intricacies of some ingenious and conclusive argument, and comprehends the truth it demonstrates. I cannot but believe, that it must be by some great error, that what is thus naturally so congenial to the infant mind, should so generally be made distasteful to it. Not that I think learning is attainable without laborious effort, or that it is desirable that it should be, for this would destroy one of its prime benefits as a mental discipline—but only that by proper means a child might be so interested in its acquisition, as to pursue it with interest and avidity. You will perceive that the improved modes of instruction tend to this object. A supply of proper apparatus will very much facilitate this result. The machinery of the school-room has been as much improved as that of the cotton-mill, and the consequent saving of labor to teachers and pupils, by the one, almost as great as that to the spinners and weavers, by the other. The want of economy in retaining the old plans in either case, is obvious. The proper selection of books is important, and has claimed the attention of the Association. A committee appointed for that purpose, are investigating the subject, and will report the result. It is desirable not only to procure the best elementary treatises, but also to secure uniformity, by which much time will be saved to teachers and pupils, and the extra expense of continual change avoided.

In passing to the consideration of the intellectual and moral, I will first remark, that even independent of moral results, there is a wide difference between a learned man and one whose intellect has been properly educated. A man may have a vast memory fully stored with facts, drawn from every department of science, and yet be profoundly, stupidly ignorant of all their relations to reality Such men are in the predicament of a school boy who can repeat all the descriptions in his geography, and point out the position of every name on the globe or map, and yet does not know that the descriptions, globe and map have any relation to the earth's surface. If such knowledge as this ever was power, for any other practical purpose than to dazzle the ignorant, and inflate or bewilder its possessor, that time has passed away—this age yields the mastery only to thought.

Now the human mind is not a mere warehouse of given dimensions, in which you may, with careful stowage, put package after package, of ever so great value, and when it is full, say its use is accomplished—it is now paying its maximum profit; but it is a living agent, which must masticate, digest, and assimilate its nutriment, and is susceptible, with proper aliment, of never ending growth, and an unlimited enlargement of its capacities. The acquisition of the small number of facts, which can usually be taught in the school-

abstruse philosophers, the deep thinkers, who control the great current of human events and determine their succession—that in short, profound thought moves the world.

This cheering truth is teeming with great results. It has crowned thought with a new diadem, and invested it with new powers, before which despotism, in every form, already trembles in anticipation of its death warrant. It raises us from knowledge, to the creative power of knowledge, and if, when the competition was between physical force and science, the Baconian maxim was apposite, we may now, when we wish to carry this competition into the higher departments of intellect, say with at least equal propriety, "thought is power," from which another step will advance us to the philosophical truth, that mind—intelligence—spirit in its finite and infinite conditions, is the only real and efficient power.

Hence physical perfection is now to be desired, not as formerly, for its direct use in providing for the subsistence and safety of the individual, and to make him an able defender of the State, but principally, to minister to that continuous and energetic mental activity, by which he can render infinitely more essential service to himself and to his race, than the strength of a Sampson or Hercules could effect. In this view, the healthful action of the organic system becomes of incalculable importance—and education should not be unmindful of the foundation upon which she is to build, much less should she do ought to weaken or impair it. Disease, in many of its forms, lessens or destroys a man's capacity for thought, and hence, in this age, makes him comparatively powerless; and I apprehend that much disease has its origin in crowded, unventilated, badly warmed school-rooms.

In coustructing school-houses, this evil should be carefully guarded against. In another view, this is also very important. Some may think that if the instruction is given, it cannot matter much what sort of a house it is in, and I may add that this idea is a very natural one, to persons whose occupations are of an active character and principally in the open air. But we all know that in a crowded, close room, and especially if too warm, the mind soon loses its power of attention, and if in this state, it can be roused from its listlessness and excited to effort, it is a painful spasmodic action productive of no good effects.

Under such circumstances, children not only do not and cannot learn, but they soon become disgusted with school, and all their associations with it are of an unpleasant character. Similar effects are sometimes produced by keeping children too long confined, without that muscular exercise which is so particularly essential to *them*, and often without any thing to interest or employ their thoughts. This is painful to them, and productive of bad effects to both body and mind. We have all observed how a brisk walk in the open air restores the mind to its activity, when it has been rendered torpid by too long confinement in a close room; how, instead of having to urge it to exertion, it springs forward with an elastic energy of its own, and the danger is, that we will be lost or entangled in the exu-

planetary worlds and their attending satelites, while by the powers of an infallible geometry he demonstrates that their distance is inconceivably greater than that of the farthest planet from our sun,—that a cannon ball projected from this earth, must travel with its usual velocity hundreds of thousands of years before it could reach the nearest of them, and that in all probability there are a great number of such consecutive distances between the centre and outer verge of our starry system ; and yet that all these, embracing such inconceivable, such incalculable distances in space, are but one cluster—one nebula, such as the telescope reveals to us still far beyond, appearing to occupy only a span in immensity. With instrumental aid let him wander amid these nebula, until his eye rests on one which is incomplete, and there learn that creative power is not yet exhausted; there observe nature in her laboratory, the materials for new systems—the uncombined star dust scattered around her; or turning to another, mark it crumbling in the decay of age, and ponder on the time which has elapsed since the morning of its existence. But alas ! time has no telescope, through which even the eye of fancy can reach an epoch so remote.

Next let him note the beautiful grandeur and harmony which pervades the whole of this stupendous combination. How each minor orb comprised in a system revolves round its appropriate centre—how in turn each of these systems, with its central luminary, revolves round some more distant centre—the less continually merging in the greater arrangement, whilst each successive reach of the telescope or of imagination discloses, until the mind is overpowered in the splendor and magnificence of this mighty display of creative energy. Think you, that from these lofty speculations—these vast and overpowering conceptions, he will descend to this little orb, to act an ignoble part in its petty concerns ? Will he tarnish the brightness, or sully the purity of that intellect by which he is enabled to soar to such commanding thoughts and such extatic views?

But as yet he is made acquainted only with the lower department of knowledge, and however magnificent the development he has just witnessed, it is but a magnificent materialism. Let him rise above this materialism, and on the confines of spiritual science, in the pure mathematics, learn the pleasure of disinterested thought and acquire the habit of pursuing truth with concentrated attention, and without the disturbing elements of prejudice, passion or selfishness. Let him then become familiar with universal truths, which being beyond the province of experience and of the senses, are apprehended only by the pure reason. Let him enter the domains of metaphysical research, and thus be introduced—aye! introduced, to his own spiritual nature, and with emotions of surprise and awe, realize the presence of the Divinity which stirs within him :—there let him contemplate the great problems, and ponder on the mysteries of his spiritual being :—and thence ascending to the loftiest regions of human intelligence, let him partake of the inspirations of poetry and commune with the spirit of prophecy, till his rapt spirit forgets its earthly

thralls and wings its way, through realms of light, beyond the finite bounds of space or time.

Think you, that descending from this empyrean height to this mundane sphere, he will enter into its competitions with other than the most exalted feelings and the noblest motives? No! Selfishness will be eradicated, and all that is sordid and mean, will have given place to liberal and lofty sentiments. The almighty dollar will have lost its omnipotence, and the high places of worldly honor have dwindled into insignificance. The glittering shrines of wealth, and the gorgeous thrones of power, will have no attraction for him, except as they minister to the sublimity of his soul, or enable him to impart a kindred elevation to others.

Such at least is the apparent, perhaps I may also add, the natural and the general tendency of such pursuits. And this is much needed to neutralize the material, comfort seeking, propensities of the age. But experience teaches us that there are those who make use of these high attainments, only for the immediate personal enjoyments they command—to minister to the gratification of a fine taste, an acute understanding and a vivid imagination, while the heart is untouched, its propensities unchastened, and its affections unrefined, and who, by the power of intellect, can even subdue the moral sensibilities, and compel them to contribute to this engrossing selfishness. Men, who while they indulge in the raptures of benevolent imaginings, and in fancy delight to dwell on romantic visions of virtuous distress nobly relieved, never lend a helping hand to actual suffering, never whisper a word of consoling sympathy to the afflicted, but in the complacent confidence and security of intellectual superiority, look with cold indifference on the sorrows, and with scorn on the follies of mankind, while they turn with disgust from misery in all its forms of repulsive reality. But as if to complete the evidence that intellectual supremacy is not the highest condition of humanity, we have striking examples of men who have still farther perverted high intellectual attributes, and made them the mere panders of a gross sensuality and degrading avarice. If the elevation of the intellect may make the objects of crime appear contemptible, it is through the cultivation of the moral and religious sentiments, that crime itself must be made odious, and a sensitiveness awakened, which spontaneously shrinks from wrong, and feels every lodgment of temptation as a stain on its purity. If the pride of intellect has made the objects of humanity appear insignificant, and its sufferings repulsive, the opticks of a high morality will restore them to their true importance, and make the sorrows, the weaknesses, the errors, and even the follies and the crimes of our fellow beings the objects of benevolent thought and philanthropic action.

If by fostering the intellectual we can attain the sublime—the improvement of the moral, co-operating with the religious sentiments, will elevate us to the holy. This moral cultivation may be commenced very early in life. Before the child has left its mother's arms, its affections and its sensibilities may be the objects of her successful care; and while prattling on the father's knee, it may

learn to abhor the gilded crimes by which the vaunted heroes of history have ascended thrones, and to idolize the unpretending virtues which have led martyrs to the scaffold and the stake.

The mind of a child is a very delicate and intricate subject to act upon; and when we reflect on the influence of early impressions, and early circumstances on the formation of character, we may well feel a disposition to shrink from the responsibilities of meddling with it, even while most impressed with the necessity of attending to its development. It is a solemn duty, the proper performance of which requires much patient thought and sleepless care.

How few people reflect on the injury they may do by introducing an unpleasant or gross perception into the mind. If we are induced to believe what is merely injurious by being false, we may detect the error in fact or argument, and the evil is entirely effaced from the understanding. But an impression made on the imagination or through the medium of association, cannot be thus eradicated. This principle so obviously liable to abuse, may as obviously be applied to great advantage in moral training. As one application of it I would have, for the use of the children in every school, a few portraits of great and good men, and a few representations of virtuous and heroic conduct, the influence of which would blend with their expanding thoughts, and become incorporated in all their anticipations and plans of future life. Who can estimate the effect which the recollection of a sunny childhood—spent amidst pleasant associations and benign influences, under the guiding care of those we respected and loved, and whom, to our more mature judgment, memory ever depicts as worthy to be esteemed and revered—will exert on the whole character and destiny. The sheen of such sunny years will never fade; its light will ever blend with our purest and highest enjoyment, and memory will often recur to it to relieve the wearisome toil and gladden the gloomy scenes of life, while even amid crime and sorrow it will continually remind us of the better and brighter elements of human existence with which we were then so familiar. To the moral culture, all other cultivation should be subservient.

By attending only to the physical, we may nourish giant frames, but perhaps only for the purposes of ferocity and violence. By exclusive care of the intellectual, we may nurture mighty powers of thought, for good or for ill, and we may give great acuteness to the faculties, but perhaps only for the purposes of fraud, the subversion of the rights, and the destruction of the happiness of others. In either case, we proceed at the risk of sacrificing all that is most estimable and most holy in human character. Indeed, I can conceive of no worse condition of society, than that in which great physical energies should be combined with lawless, brutal and malignant passions, and great intellectual strength and acuteness, with low propensities, selfish motives and sordid dispositions. It is upon the supremacy of the moral powers that we must rely, to give a proper direction to the physical and intellectual energies, and without its controling influences, all other cultivation may be worse than use-

less. Why then, it may be asked, is this movement directed more particularly to the intellectual? Why not immediately to the higher and more important work of moral improvement? It is true we rank the moral above the intellectual. We also rank the intellectual above the physical: but if a man were starving, we would not give him a treatise on Geometry or Logic for his relief. The highest wants of man may not be the most urgent or most imperative. To have an intellectually great man there, must be a living man—to be morally great and good, and useful, pre-supposes a being with capacities for knowing, and with discriminating judgment; and the improvement of these attributes is our present object.

It may be further remarked, that in early life, the moral training is most appropriately allotted to parental care, and that for general, moral and religious instruction, society is already organized, and does not admit or feel the necessity of any material change. There is also a certain equilibrium to be observed between the intellectual and moral progress. They mutually aid and sustain each other, and cannot be widely separated. As the moral becomes more pure, the intellectual sees farther, and clearly discerning the obstacle to further progress, dictates the proper remedy. We have just taken an important step in morals, and the temperance reformation has probably opened the way for the improvement of our district schools. Before the success of that enterprise, the public mind would hardly have entertained the subject of universal education. Intemperance was then an evil too pressing and too vital, to admit of such slow remedy.

There are some striking analogies between the two movements. Getting drunk seems once to have been thought a manly exploit, and men of high standing gloried in it. So when the competition commenced between knowledge and physical power, men of renown gloried in their ignorance—thought learning derogatory to them, and useful only to priests and scribes. The sentiment attributed by Scott to Douglass, represents the feeling of that time.

> "Thanks to saint Bothan, son of mine,
> Save Gawain ne'er could pen a line,
> So swore I, and I swear it still,
> Let my boy-bishop fret his fill."

The individual advantages of temperance, as of learning, were next observed, and then, that the intemperance or ignorance of any, was a public calamity, and that public policy no less than enlarged benevolence, required that all should be made temperate, and that all should be educated by the united efforts of the whole community. At each step, in both instances, there was something to be known, before further progress. Let us again cultivate the knowing faculties, and perchance they will then reveal to us, and bring within our reach, some other moral object. Possibly one of its first results will be, to re-unite in public estimation, individual and political honesty, the separation of which is now so threatening. The deception practiced by any partizan, seems to be regarded by his fellows as a pious fraud, and as such, praiseworthy if successful, and at least harmless, so long as it does no injury to their party. When we reflect on the

influence of fraud to contaminate and destroy all it touches, and upon its still more immediate tendency to provoke violence, we may well tremble for our institutions, and seek a remedy in some means of elevating the moral sentiments. Possibly another effect of the dissemination of knowledge, will be to destroy sectarian feeling, and even without producing unanimity of belief, which I do not think is ever desirable, unite the public sentiment in favor of some more universal system of moral and religious instruction. But perhaps it is useless to anticipate. It is sufficient for us to know, that a better system of education is now necessary to our progress, and that it is our duty to labor for it. This is our mission. Let us in a proper spirit press forward to its accomplishment by all proper means, and leave the result to the Great Disposer of events, with our prayers, that the benefits of our efforts may descend to our children, and enable them better to perform their duties, and to fulfil their mission, whatever it may be.

INDIVIDUAL AND ASSOCIATED EFFORT.

EXTRACT from an Address delivered by Mr. Hazard, on Intemperance, at Westerly, July 4, 1843. As the same objection which is here commented on, has been also made against all government action upon the subject of education, many of his remarks are appropriate to the object of our Journal.

"Another ground of objection to the society, less palpable and less commented upon, but more subtle and pervading in its influence, than those already alluded to, grows out of our illy defined notions of civil liberty, in connection with a prevalent idea that the society curtails it, and that it at the same time encroaches upon the province of free agency. Both these subjects have their metaphysical difficulties even after science has done all she can accomplish to simplify their elements, and reduce them to order; and we shall be very liable to error, whenever we attempt to found any connected and rational argument upon the crude notions of those which have a popular currency. With some it is an improper restriction of liberty to prevent a man's hanging himself; and an unjustifiable interference with free agency, to restrain him from the destruction of his intellectual powers, and the perversion of his moral nature. * * * These vague notions of principles so deeply rooted in our nature, are the very elements for the art of sophistry, and also furnish the materials from which interest and inclination can draw as many doubts as are necessary to prevent a decision against them in the tribunal of conscience. But though society may have no natural or conventional right to interfere in those acts which affect only the individual, yet it has a right to compel from him, by all proper means, the performance of all his social duties; and incidental to this must be the right to restrain him by such means, from disqualifying himself for the performance of those duties.

"It is seldom, however, that we find a popular sentiment however vague, which has not substantial truth for its basis. If the sentiment

is right, it is an intuitive inference from that truth,—if wrong, an accidental perversion, growing out of the want of a free and clear perception of it. The objection to the temperance society which we are now considering, had its origin in the sublimest verities of our being.

"To do good or to resist evil, from an internal conviction of duty, and by an internal moral power, is the highest prerogative of intelligent natures. It is the attribute of individual sovereignty; and to yield this sovereign right, to substitute for this free vital activity any external agreement law or force, would be the greatest sacrifice which pride, dignity and self-respect could make upon the altar of humanity. Allied to this is the conviction that wherever society, in the form of government or of subordinate associations, by the authority of law or the power of union, compel an individual to a course of action, even such as he approves, yet not originating in his own convictions of duty, they take from him the merit of voluntary performance, and rob him of the cheerful influence of self approval. They deprive him of some of the opportunities of improving his moral strength by its exercise in resisting evil and pursuing virtue. In every attempt then, to curtail the limits of this field for the exercise of individual virtue, by combinations, the question must arise whether the injury thus done, is more than compensated by the benefit arising from the association,—and if so, how far the power of union may advantageously be substituted for that of individuals, and pledges for unaided self restraint or control."

The following beautiful and appropriate lines, composed by Mr. Hazard, were recited on the occasion of dedicating the new school house at Carolina Mills.

A FATHER'S PRAYER FOR HIS SON.

Four years of life have pass'd away,
And what my boy, hast thou to show?
Thy little limbs have learn'd to play,
Thy dimpled cheeks with pleasure glow.

But mind is an unwritten waste—
E'en memorys page scarce record shows,
Which in thine after years will last,
And these infantile scenes disclose.

And on that future as I gaze,
And think what then thy lot may be,
To Heaven a fervent prayer I raise,
For its protecting care of thee.

But if my prayers availed on high,
And all I ask kind Heaven would seal,
How should I mark thy destiny,
How best consult thy future weal!

I ask not life all free from cares,
For such would ill become that brow,
Which, even now, the promise wears,
That manliness will it endow.

For thee I ask no golden ties,
To link thy soul with earth's alloy,

Restraining from each higher prize,
Which should its nobler powers employ.

For thee I ask not regal power,
Thy fellow men to rule or sway,
Nor yet ingloriously life's hour,
In changeless sunshine, bask away.

For thee I ask no high renown,
Such as ambition's votaries
Have won, by pangs on earth brought down,
When they controled its destinies.

For thee I ask not glory's wreath,
If won 'mid scenes with slaughter rife,
Where venomed hearts their swords unsheath,
And mercy's voice is hushed in strife.

But rather seek that just applause,
The good bestow, on gentle deeds,
The generous warmth in virtue's cause,—
Honors, for which no bosom bleeds.

Let science too, thy brow adorn
With laurels from her peaceful bower;
Imbue thy mind with beauty's form,
'Till ev'ry thought reflects its power.

That beauty whose omnipotence
Can higher joys than sense impart;—
Beauty, pure, holy and intense,
Which chastens, while it warms the heart.

Beauty like that of cloudless skies,
Of starry night and rosy morn,
To lure thy thoughts to high emprise,
And mould them all in grandeur's form.

Beauty which in each varied form,
Displays the minds etherial grace,
And chosen at creation's dawn,
The Deity's abiding place.

Beauty like that where Plato knelt,
As glowing paths of truth he trod,
And made his thoughts a firmament,
Lighting the way to nature's God.

And having gained this highest art,
Which pure philosphy can reach,
Unite with it that wiser part,
Which Heav'n herself alone must teach.

Let wisdom's power thy virtue guard,
Pure feelings keep thy spirit free
From thought, or act, which would retard
Its progress to high destiny.

Yes—virtue in each lovely form,
A lofty soul, with spirit free,
And glowing as the rosy morn,
With honor's spotless purity.

Yes, *these*, with HIS protecting care,
For thee I crave on bended knee,
For these ascends a father's prayer,
For *these* he asks High Heaven's decree.

INDEX

TO

EXTRA JOURNAL OF RHODE ISLAND INSTITUTE OF INSTRUCTION.

A.

Adaptation of the Universe to the cultivation of the mind, 169.
Annual Meeting of the Rhode Island Institute of Instruction, 57.
Annual Report of Executive Committee of the Rhode Island Institute of Instruction, 58.
Arrangements for holding Teachers' Institutes, 1.
Association, Scituate and Foster, 23.
Attendance, importance of regular, 43, 74; evils of irregular, 43, 114; effects of tardiness in, 44, 45; average and aggregate, how ascertained, 15.

B.

Barnard, Mr. remarks before Teachers' Institute at Scituate, 8, 10.
Beers, S. P. report by, 137.
Books, 150; Text, 14, 116; on Education, 2. 28.

C.

Certificate of qualification by whom signed 14; valid how long, 14.
Children should be sent to school constantly, 43; effect of irregular attendance, 43, 44; of tardiness, 44; school interrupted by tardiness, 45; should be orderly and regard right, 46; should be studious, 47;
Cincinnati, schools in, 133.
Circular, official, 1, 13.
Code of schools laws, 81.
Connecticut, progress of education in 137.
Convention held in Virginia, 34.
Constitution of the Lyceum of Westerly and vicinity, 16.
Condition of the winter schools of 1844–5 in New York, 101.
Condition of the Common Schools in Michigan, 122.
Connecticut Common School Journal extract from on Teachers' Institutes, 7.
Common Schools not a party institution, 103.
Compensation of Teachers, 101, 124.
County inspectors, 15.

D.

Dismissal of refractory scholars, 83.
District School Journal of New York, 88.
Doubtful policy of a school code, 81.
Duties of pupils to the school house and furniture, 54.
Duties of parents in relation to their school, 68.
Dwight, Francis, obituary of, 40.
Dwight, Edmund, donation to Teachers' Institute, 91.

E.

Education neglected, 127; importance of, 132.
Educational Tracts, 24, 39.
Educated men and the education of the people, 49.
English Language, Essay on the history of, 153.
Examination of Teachers, 13, 151.
Extracts from Gov. Slade's Message, 17; from Gov. Mc Dowell's Message, 31;

from Dr. Bacon's Oration, 14; from Mr. Farnum's Essay, 66; from Mr. Mann's ninth annual Report, 81, 89; from Annual Report of New York for 1846, 99.

F.

Farnum, Mr. Essay by, 66.
Female Teachers, 115, 129; influence, 125.
First impressions made by a teacher, 82.

G.

Gammell, Prof., Report by, 58.

H.

Habit, influence of, 123.
Hartford, Teacher's Institute held at, 5.
Hart, Prof. J. S. report by, 137.
Hartshorn, T. C. report as treasurer by 62.
Hazard, R. G., Lecture by, 169; Address on Education, 189.

J.

Jocelyn, Edwin, Prize Essay by, 68.
Journals of education, 26; District School, of New York, 88; Common School, of Penn. 115; extract from Conn. C. S., 7.

K.

Kent County Association, 4.
Kensington, 4.
Kingsbury, John, remarks by, 56; report by, 65.
Kruitzlingen, Normal School at, 51

L.

Libraries, 16.
Lectures, 16.
Letter from a Teacher, 42; to his pupils, 73.
Lyceums, 16; benefit of, 16; Westerly, 16.

M.

Mann, Horace, extract from report by, 81, 89.
Massachusetts, progress of education in, 35, 89; State Normal Schools in, 89; Teachers' Institute in, 91.
Mayhew, Mr. Report by, 121.
Mc Dowell, Gov., message by, 31.
Michigan, progress of education in, 121
Motives to study, 81.
Modes for the improvement of schools — 25, 41, 66.
Music in Common Schools, 102.

N.

National Normal Schools and National Library, 134.
Newport, 4.
New York, schools in, 99; school houses, 100; compensation of teachers, 101; music in, 102; school district libraries, 102.
Normal School at Kruitzlingen, Switzerland, 51; at Westfield Mass., 90; at West Newton, Mass., 90; Bridgewater, 89; at Albany, 105; The want of in Connecticut, 146.

O.

Official Circular, 1, 13.
Ohio, schools in, 126.

P.

Page, D. P. principal of Normal School, 106. Essay by, 49.
Parents, duties of, in relation to their schools, 68; letter from Teacher to, 42; should encourage their children to respect their teacher, 45, 70; to be orderly, 46, 71; to be studious, 47; visit their children at school, 48, 69.
Parental interest and influence, 45, 68, 72, 148.
Pennsylvania, common schools in, 112; history of, 113.
Philadelphia, school system of, 118.
Portsmouth Teachers' Association, 86.
Porter, Rev. N., Prize Essay by, 136.
Potter, E. R., Essay by, 153.
Powers and duties of School Committees, 13.
Practical Teachers in Massachusetts, meeting of, 19.
Proceedings of educational meetings 20.
Progress of education, 17, 30, 88, 89, 105, 121, 137; in Vermont, 17; in Pennsylvana, 112; in Virginia, 31; in Massachusetts, 35, 89; in New York, 99, 105; in Michigan, 121; in Ohio, 126; in Connecticut, 137.
Public meetings for November, 4.
Pupils, rules of good behavior of, 54; duties of, to school house and furniture, 54; trained to self government, 84.

R.

Randall, S. S., 88.
Receipts for the Journal, 12, 24, 56, 72, 88, 136, 152,
Recitations, imperfect, prevented, 54.
Report of Mr. Kingsbury, 65; of the Principal of the High School, Phil. 118; of the Superintendent of Public Instruction in Michigan, 121; Secretary of State, of Ohio, 127; Superintendent of schools in Conn., 138; school visitors in Conn., extracts from, 144; Superintendent of Common Schools in Penn., 112.
Rhode Island Institute of Instruction, Annual Meeting of, 57; officers for 1846, 63.
Russell, William, remarks by, 63.

S.

School and School master, 27.
Scholars, should be constant in attendance at school, 74; always endeavor to be at school in season, 74; have a strict regard to all the regulations of school, 75; be studious at school, 76; be honest in regard to their lessons, 77; be neat and orderly in their personal appearance, 78; avoid the use of profane and improper language, 79; always speak and act the truth, 79; be kind and pleasant to their companions, 80; be orderly and becoming in their deportment, 80; love God and keep his commandments, 80; on dismissal of refractory, 93.
School motives and school vices, 81.
School Houses, 68, 100, 125, 127, 144.
School district libraries, 102, 124.
School Books, 124.
School districts, organization of, 136
School committees, powers and duties of, 13.
School register, 15.
Schools, condition of in Michigan, 122; influence of private or select, 123, 129; in Cincinnati, 133; in Phiadelphia, 113.
Scituate, Institute at, 8.
Scituate and Foster Association, 23.
Slade, Gov. Message by, 17.
Smithsonian bequest, 134.
State supervision, 116.
System of public instruction in Michigan, 121.

T.

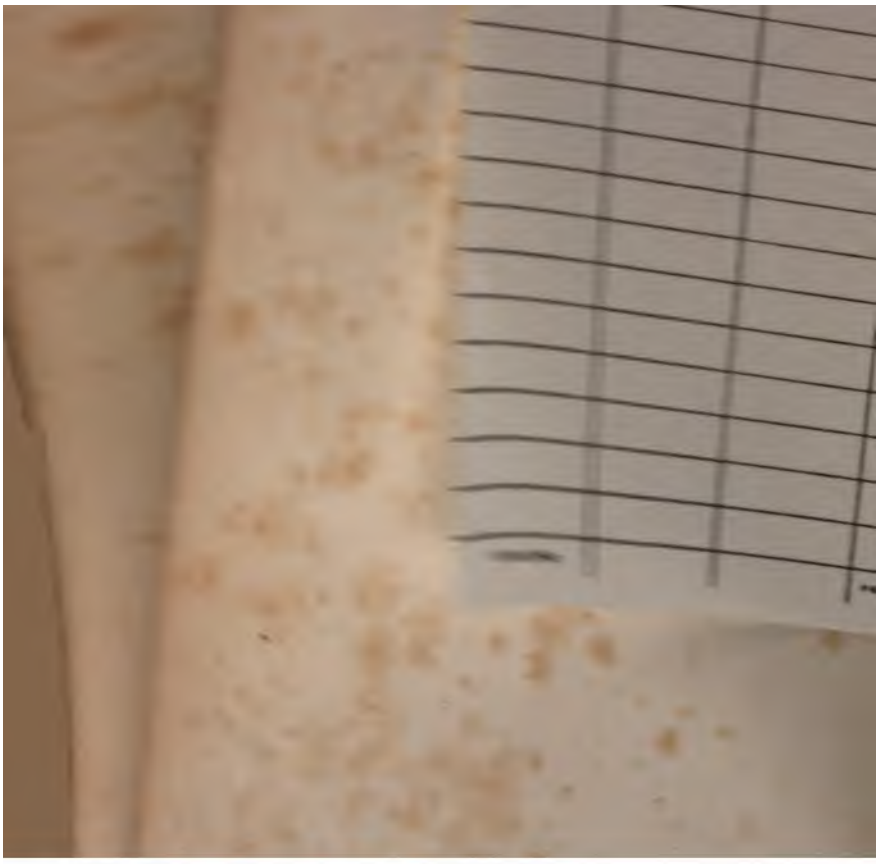
Teacher, letter from to his pupils, 73; first impressions made by, should be favorable, 82; must secure the good will of his pupils, 83.
Teachers, examination of, 13; importance of good, 69.
Teachers' Associations and Educational Societies, 86, 125; and Normal Schools, 146.
Teachers' Institutes, 5, 20, 91, 133; arrangements for holding in R. I., 1; subjects brought before, 2. 8; advantage of to teachers, 2; name first applied to, 5; origin of, 6, 8; extract from Conn. Common School Journal on, 7; results of, 20, 23; at North Scituate, 3, 8; at Woonsocket, 3, 12, 21; at Newport, 4, 12; at Kingston, 4, 12; in Massachusetts, 91; in New York, 102; in Ohio, 133.
Text Books, 14, 116.
Thayer, G. F., lecture by, 54.
Town, Salem, remarks of before Teacher's Institute at Scituate, 9.

V.

Vail, Rev. T. H., 17.
Vermont, progress of education in, 17.
Virginia, progress of education in, 31.

W.

Westerly Lyceum, Constitution of, 16.
Woonsocket, 3, 21.




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